AMERICAN CHILDHOOD

REGISTERED IN U. S. PATENT OFFICE

Established 1891 as KINDERGARTEN NEWS

CAROLYN SHERWIN BAILEY, *Editor*

VOLUME 22 — **OCTOBER, 1936** — NUMBER 2

Coming in November

●

Art in Childhood by Ruth M. Hallock

Thanksgiving posters, place cards, blackboard calendar and animal cutouts.

Hektograph Work Sheets

Reading, arithmetic and citizenship lessons by Alice Hanthorn and Eleanor Pratt based on Thanksgiving interests.

Timely Units of Study

Why Study Indian Life by Odille Ousley. A Public Library in the Classroom, by Margaret Little. Life in the New England Colonies, by Edna Hanson. Building Bookland, by Charlotte Williams. Our Indian Trading-Post, by Mildred Johnson

Special Features

A program of Thanksgiving stories. The First Thanksgiving. A Play. Tested Schoolroom Helps for November

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AMERICAN CHILDHOOD
published on the 15th of the month previous to the date it bears, and should reach subscribers before the first of the month. Not published in July and August.

Subscription Price, $2.50
Foreign Postage, 45 cents.
Canadian Postage, 30 cents.
Single Copies, 30 cents.
Discontinuance — All subscriptions are discontinued at expiration.
Renewals should reach us not later than the first of the month following expiration date to insure uninterrupted receipt of magazine.
Changes of Address must reach us by first of the month to apply on the following month's issue.

MILTON BRADLEY COMPANY

Address all business communications to

Executive Offices: 74 Park Street, Springfield, Mass.

Editorial Offices: 111 Eighth Avenue, New York

Entered as Second-Class Mail Matter April 4, 1933, at the Post Office at Springfield, Mass., under the Act of Congress March 3, 1897.

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BOY MILKING COW

By Grant Wood

From "Farm on the Hill" published by Charles Scribner's Sons. Reproduced through the Courtesy of Scribner's and The Walker Galleries

Indian Home Life in Second-Grade

By STERLING PRICE

EARLY IN the new term one of my pupils brought me a beautiful new calendar with a picture of a little Indian boy at the top. The Indian looked to be about the same age as the children of my class, and his costume was so attractive that I decided to hang the calendar on the wall for the children to admire. I had hardly placed it on the hook before the children exclaimed, "Oh, are we going to study the Indians?" I asked them if they would like to know something about the little Indian boy on the calendar. The answer was yes, so we set to work.

A visit was made to our school library where the children found a number of Indian books which they brought back and placed on the library table in our room. The children were asked to look through the books and see if they could find pictures of Indians dressed like the little boy on the calendar. This led to the discovery that there were different kinds of Indians. They found pictures of Indians living in wigwams while others lived in houses. The children noticed that some wore headpieces of feathers and some wore no feathers. The class finally decided that the Indian boy of the calendar belonged to a tribe of the Plains. Stories of the Indians of the Plains were read and the children learned how this tribe of Indians lived, what they ate and how they dressed.

By this time the children began to bring Indian articles to school and among the first articles brought was an old basket made by the Indians when they lived in Georgia. This opened the way for a study of the Indians of our own state.

One child in the class had been to Florida and brought back a Seminole doll and basket. The child told of his visit to the Seminole tribe and explained to the class how the Seminoles lived, what they ate and the kind of clothes this tribe wore. The girls admired the Seminole doll so much that they began dressing their small dolls in Seminole costumes. The bright colors seemed to appeal to the children.

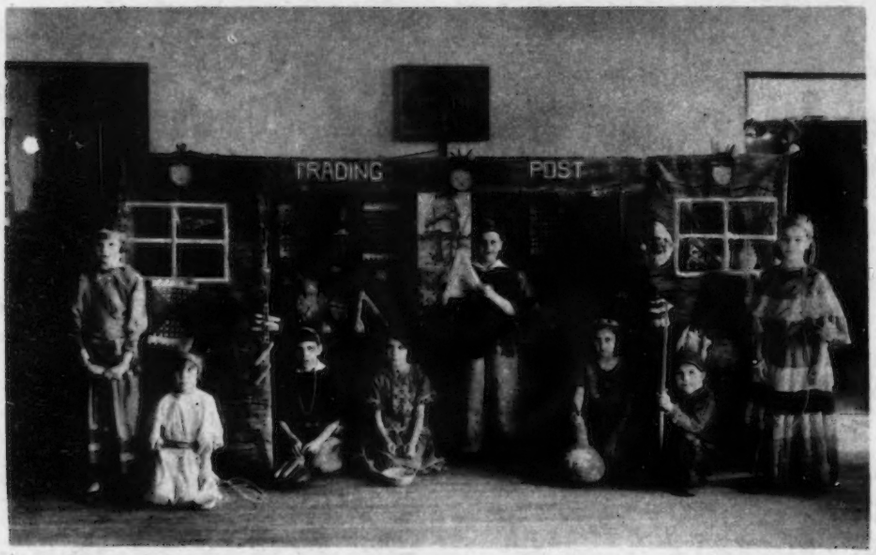
THE NEWS spread through the school that our class was studying about Indians, so the teacher of the sixth grade sent the class a totem pole which she had bought while on a visit in the West. The children were interested in the totem pole and wanted to know all about it, so Northwest Indians were studied.

The book of *Cheewee and Liki* was read to the children and this opened the way for the study of the Navaho and Pueblo tribes of Indians.

The idea of building the different Indian homes originated during their activity period. The first home made was a wigwam and then one little boy said that he was a Navaho Indian and he was going to build a *hogan* for his home. In

FROM A FOURTH-GRADE UNIT ON THE SEMINOLE INDIANS

Courtesy, West Riverside School, Jacksonville, Florida



OUR INDIAN TRADING POST CORRELATED WITH ART TEACHING AND ARITHMETIC

Courtesy, Joel Chandler Harris School, Atlanta, Georgia

this way the homes of the different tribes studied were built and placed on small sand pans made by using the tops of cheese boxes. These cheese box tops were covered with colored paper which had been decorated with Indian signs.

The building of the Indian homes made the children want to divide into tribes, so each child chose the tribe to which he wished to belong. The children not only built the homes of their tribes but dressed in tribal costumes. Some of these costumes were made by the children while others got their mothers to help them at home. The children wore their costumes at school while they studied about the Indians.

THE CHILDREN made sentences about their tribes which were printed for their reading charts. The charts read as follows:

Seminole Indians

The Seminole Indians live in Florida.
They live in the Everglades.
Their homes are made of poles and the roof is covered with palm leaves.
They build their canoes from the trunks of the cypress tree.
The Seminole Indians hunt alligators.

Cherokee Indians

The Cherokee Indians lived in Georgia.
Their homes were built of logs.
They had gardens and planted corn.
They made beautiful baskets.

Indians of the Plains

Some Indians live on the Plains.
Their homes are tents made of poles and skins.
They kill animals with their bows and arrows.
They weave blankets and rugs.

Pueblo Indians

The Pueblo Indians live in houses built of stone and mud.
They use ladders to reach their homes.
They eat bread made from corn.
They mould pretty bowls from clay.

Navaho Indians

The Navaho Indians call their home a *hogan*.
The *hogan* is built of poles covered with earth and grass.
The Navaho Indians raise sheep.
They make beautiful beads and bracelets.

The Northwest Indians

The Indians of the Northwest live near the Pacific Ocean.
They build their canoes out of the cedar trees.
Their homes are built of wood.
They carve wooden dishes and totem poles.
They fish for salmon.

The Indians of the Prairies

The Indians of the Prairies live in wigwams.
They hunt and kill buffaloes.
They eat wild berries and dried meat.
They ride beautiful horses.

AS THE CHILDREN learned a new word related to this activity it was printed on the vocabulary chart. Our chart read as follows:

canoe	feathers	chief	rice
arrow	squaw	weave	hunting
corn	tepee	brave	clothes
blanket	buffalo	tribe	ponies
wigwam	festival	skins	peace

Indian poems were memorized and pasted in books made in the shape of Indian pottery.

A large map of the United States was placed on our bulletin board. At first the children were just interested in locating our own state and city, but it was not long before they could locate their Indians and tell something of the climate where the tribe lived.

During the social-activity period the

(Continued on page 49)

THE HOMES OF THE VARIOUS TRIBES STUDIED WERE CONSTRUCTED

Courtesy, Joel Chandler Harris School, Atlanta, Georgia

October Map. To Market We Go

By CAROLYN SHERWIN BAILEY

THIS MONTH of many harvests holds charm and opportunity for the classroom. The color, scents, and earthy toil of the season delight childhood. Whether the country child has a share in filling bin and barrel, or the city child feasts his eyes on the stalls of a great community market, there is education for each in a study of our food supply. Geography of the month may well take its subject matter from a consideration of our country as one of the most important agriculturally in the world; varied in its crops, and self-sustaining so far as food production in relation to consumption are concerned.

But we must consider that, just as we are living in a period of wide social change, so are our food production and marketing methods changing. Because of good roads, quick transportation of perishable foods in refrigerating cars and electrically controlled ships; because we have learned how to freeze fruits and vegetables immediately upon gathering them, we no longer confine the harvest to the autumn season. It is now possible to obtain what were formerly seasonal fruits and vegetables every month of the year. Thanksgiving for autumn bounty still persists, but we celebrate a year's crops, not those of the fall. And a visit to one of the great public markets that splash their color and scatter their pungent perfume from coast to coast of the United States, is a study in geographic and human relationships rich in interest and color.

Usually these markets are situated near a harbor or close to a railroad terminal, although, the motor truck, Twentieth Century model of the ancient caravan, shortens the distance from field to pavement. In contrast to the markets one finds in Europe and the Latin American countries, a spotless cleanliness is maintained in ours. In our public markets there is little or no native handcraft displayed, in contrast to the beautiful embroideries, pottery, and basketry of the foreign ones. Both here and abroad, we find flowers and shrubs, seeds, roots and bulbs. And since our lean years began, the farm women of our countryside have followed in the footsteps of the market women of foreign lands, in displaying and selling the fruits of their handwork.

This unique development of marketing by women is of especial interest today. Roadside stands selling fruits and vegetables, tended by farm mothers and children, now color our motor highways. The club market, which originated through the efforts of country and village women, is now a business in the million-dollar class. In these community markets, either outdoors, or in a church or club house, flowers, baked products, cooked meats, eggs, cheese and even chil-

THE STREET VENDOR IS OFTEN FOREIGN-BORN WITH A SENSE OF ARTISTIC ARRANGEMENT OF HIS VEGETABLES

Photo, Dept. of Public Markets, Weights and Measures, New York City

A CORNER OF OLD WASHINGTON MARKET, NEW YORK, WHERE VEGETABLES KEEP UP AN ALL-YEAR CALENDAR

Photo, Dept. of Public Markets, Weights and Measures, New York City

dren's clothing are sold at a profit. In Alabama, but one example of the club-market idea, a country woman's beautiful gladioli net her $100.00 a month.

BUT the public market to which truck-farm, dairy and garden produce is brought daily and sold, concerns us most. These markets are convenient for the school excursion; there are a great many of them now; and they offer object lessons not only in food production and consumption, but are examples of geographic relations. We may turn our steps toward old Washington Market in New York City, because that city, overcrowded, built upon an island, and accessible to steamship lines, railroads, and vehicular transportation, offers an example of population which, cut off from its food supply for even a short space of time, would starve.

Washington Market is a colorful, sweet-smelling, cleanly place, housed in old brick buildings that saw Dutch housewives with their baskets and the masters of sail in its earlier days. Almost every nation on earth helps fill its stalls with good things. We see Italian onions, Chinese beans, Saint John's bread, new popping corn from our own fields, ginger root from India, figs and apricots from Persia; black walnuts, new hickory nuts, raspberries, blueberries, blackberries, gooseberries, melons, grapes, plums, pears, and peaches in a mass of lush color from our own farms. The cheese stall lures us. Decorated with tiny flags of the nations, there are cheeses from Holland and Italy, rich, dark ones from Norway, creamy ones from Switzerland's mountain dairies, wholesome everyday cheese from Canada, English Stilton, and displayed in a place of honor, we find greenish sage cheese made from a New England recipe that came over on the Mayflower.

Beside the cheese stall is one of aromatic spices and tea, the packages of Chinese tea examples of Oriental art. Each package, large or small, is wrapped in papers which we are unable to duplicate in this country either in texture or in their delicacy of flower, dragon, and other symbolic design. The inner paper lining of the Chinese and Japanese tea chests in which these packages travel is much in demand now for wall paper, for making holiday cards and for wrapping gifts.

A huge tank of live frogs leads us on to the fish stalls in Washington Market where, imbedded in ice, fish from far-away waters as well as our own are as fresh as when first caught. Lobsters come in from Maine every day, packed in special barrels which surround them with ice and top them with sea water. Small cod are shipped in the same way from our New England coast, Louisiana sends frogs as delicacies for the northern tables, pompono and red snapper come to us from Mexico and Cuba with every steamer. Giant shrimp ride in refrigerated cars from Florida. These fish are irridescent, pink, mottled, or rainbow hued, when unpacked; not one color is lost in the marvel of modern shipment.

Close to the fish counter is a vegetable stall where the market man is shelling peas, long out of season for this special locality. He tells us that he receives green peas, snap beans, broccoli and Lima beans fresh every month of the year. They come from California, from Florida, but in great quantities from Cuba.

Before we leave Washington Market, we look with a sense of artistic appreciation at the bright posters that advertise the foods. They are examples of good design, simple, brilliant in color, and something to study. The food containers are also interesting; glass jars and bottles, skilfully woven baskets, colored Cellophane wrappings and bright ribbons that attract the eye as well as serve the purpose of hygiene make one relish their contents in imagination. We examine with interest a mammoth dynamo that makes ice. We see crates of eggs, butter that is sweet or salted, home-baked bread made from our native grains. We gather up in leaving a bunch of fresh flowers that have come to a city of concrete and steel from the friendly earth of some old-fashioned New England garden.

THE STORY of how one food begins in the soil and finally reaches a city table may follow, in the classroom, this trip to the market. Suppose we interview a head of lettuce. After harvesting, it comes by truck to the local packing house, where it passes from hand to hand for the process of trimming, sorting, grading and packing in a crate. The crated lettuce rides by truck to the railroad car where, if desired, Federal inspection affords the shipper a grade certificate. Perhaps a week is needed to transport the crated lettuce to the city but it arrives fresher than it started under tons of ice in the refrigerated car. Arrived, the lettuce is sold to a wholesale dealer or, if the demand is not satisfactory, it is held in a warehouse for a

DISTANT WATERS GIVE UP THEIR VARIED WEALTH OF FISH TO SUPPLY CITY MARKETS

Photo, Dept. of Public Markets, Weights and Measures, New York City

few days until the price improves. Then the new owner, whether jobber or wholesaler, displays and sells the lettuce to the retailer who takes it to his grocery or neighborhood vegetable store, opening a crate at a time as he needs it. Due to icing, quicker transportation, and attention to rotation of crops, not only lettuce but many green vegetables are available for the city table cheaply all the year now. The story of this special head of lettuce or bunch of spinach, riding the rails across the continent under from two to five tons of ice will delight boys and girls, and perhaps make them more sympathetic to the nutritive value of "greens."

The whole subject of diet is related to crop distribution and consumption. Just as there are changes in the food calendar, so the people of the United States have altered their dietary. Our wider knowledge of the relation of what we eat to what we are, the efficient way in which the schools and the press are teaching dietetics, and our necessity of getting the greatest health value for the smallest possible kitchen budget are closely interrelated with the food map. We are indebted to "Consumer's Guide," published by the Consumer's Council of the Agricultural Administration for accurate charting of the nation's new taste in menus since the depression years. During the period from 1931 to the present, our consumption of cereals and potatoes has declined materially. Lean meats, poultry and fish have taken a lower place on the nation's marketing lists. Our consumption of eggs has increased. We are consuming more dairy products including ice-cream, cheese, and condensed milk. We eat much more fruit, the largest gain being in oranges, grapefruit and melons. The city consumption of vegetables, especially asparagus, beets, cauliflower, celery, lettuce and peppers shows a large increase.

Consumers' Guide is a pamphlet containing much of value for the schools this month, and may be consulted at libraries or local agricultural stations. Of special help are the following issues containing articles that belong in a study of foods.

Articles from *Consumers' Guide*, U. S., A. A. A.

How Much Milk? — issue of May 18, 1936.

The Weather Bureau Lends a Hand — issue of May 4, 1936.

This article gives pertinent facts about the relation of the weather to crops and their distribution.

Science Looks at the Soil — issue of April 6, 1936.

Saving Land for Tomorrow's Consumer — issue of February 24, 1936.

Facts for Potato Consumers — issue of February 10, 1936.

This article gives new theories as to nutritive values.

All-Year Vegetable Calendar — issue of May 20, 1935.

The Tomato Route to Good Health — issue of June 3, 1935.

What Every Apple Consumer Should Know — issue of September 16, 1935.

Supplying Food for Normal Consumption — issue of September 30, 1935.

What is Bread? — issue of October 28, 1935.

Ins and Outs of Refrigeration — issue of October 28, 1935.

CONCERNED in this great geographic picture of feeding a nation there is a farm population of more than thirty million. Add to this the people who pack, transport and sell food, together with the large foreign population taking part in supplying our markets, and the number is impressive. Although we have had some dire national crises in farming recently, droughts, storms and erosion catastrophes, in January, 1935, there were more than one and one-third million more persons living on farms in the United States than in 1930. Farming is perhaps the most hazardous but attractive occupation in our land today.

What do these thirty million farm people do?

One of our great food-supply corporations publishes a picture map that answers this question. Such a map should hang on every classroom wall this month, whether it is commercial or pupil-made. Along the Atlantic coast whose waters teem with valuable fish, stretch orchards and potato fields, bee-hives and orange groves, tobacco fields and acres of sugar cane and sugar beets. In the center of the map lie vast grazing and dairying areas, grain fields, and more fruit orchards. Following pastures where many flocks of sheep crop, up toward the higher ground of the northwest, we reach apple orchards that rival those of the east. Going down the Pacific coast, the menus of the south are written again in the gold of citrus fruits and honey, in vineyards, olive orchards and acres of vegetables.

The picture map to which we refer is titled, "The Greatness of the United States is Founded on Agriculture." Geography of the month may well take this as its objective thought. The study of our country as a self-sustaining nation is a colored pageant, flowing from east to west, and north to south. It is an example of science co-operating with nature; it outlines our new movable calendar of feasts, and demonstrates modern industrial efforts to help farmer and consumer through rapid transportation, modern machinery, and lowered costs of production and marketing.

BEFORE THE MARKET OPENS. VAST TERMINAL LINES UNLOAD THEIR STORES OF FOOD Photo, Dept. of Public Markets, Weights and Measures, New York City

MARKET DAY IN A RICHMOND, VIRGINIA, SECOND-GRADE
Patrick Henry School, Laura Taliaferro, teacher, Richmond, Virginia

Painless Second-Grade Arithmetic

By VERA M. CRIDER

"REORGANIZED methods," in our particular University Demonstration School, sounded a warning against all direct teaching, especially drill, of any of the primary subjects. Expensive games had been provided whereby the children were to acquire naturally their number facts and concepts. But there were not enough of these new games to go around. To the newly-appointed, youngest teacher were left two shabby parchesi boards, a set of worn-out dominos and a ragged game of lotto for twenty-eight A second-grade children.

These children, despite their previous year of unsupervised number games, could not count consecutively up to ten. Nor did they readily recognize written or printed numbers. Without confidence in the ability to add, subtract and multiply at least the simplest combinations of numbers, these children dreaded arithmetic. This dread would soon lead to a dislike of the subject. Then they would be powerless to master arithmetic but would be mastered, instead, by it. Although it is true that a child will eventually acquire number combinations through years of playing unsupervised number games, it seems kinder to spare him the feeling of failure which sometimes results from sugar-coated methods in number work. Because of these children's subject-matter need and the lack of suitable number-game equipment, original and fascinating number games were evolved. Games? Yes. But who can deny that they are not drills? Drills by another name prove just as effective!

THE TEACHER developed first a blackboard cross-number puzzle game. A large square was drawn with chalk upon the blackboard. This square was divided into three equal horizontal and vertical parallel "lanes." We called the resulting small squares "houses." The numbers that were to be written in these "houses" were called "people"; so many numbers meant so many people. The number 10 was printed at the end of each "lane." It was explained that three numbers would be chosen for each lane, one number for each of the three houses, which, when added together, would equal 10. The first child chose the number nine and the second gave 2. The children learned at the very beginning that they must choose numbers smaller than 9 if 10 was to be divided into three numbers. They were fascinated by this new game. To the third child fell the envied task of adding together the first two numbers and deciding what the third number must be to bring the total to 10. So, with keen enthusiasm, the children had their first stiff dose of addition and subtraction.

Later, the large square was divided into four "lanes" and then into five. It would have made the game too difficult at first to have used more than three "lanes." Gradually the total of each "lane" was increased by five until, at the end of the school year, the children had mastered the addition and subtraction of the ninety-six combinations of the numerals one to ten. Other original number games, however, beside number projects, greatly aided their accomplishments. The cross-number puzzle game was the favorite, though. It was played at the blackboard by the entire group and individually. The children coaxed for these puzzles as a special homework treat! Besides, they made up their own puzzles.

WE VISITED a nearby bank in September and brought back with us deposit slips, a bank book and some blank checks. We made paper money in an art-teaching period. Engine-colored paper parquetry circles were pasted on very light weight tag board and cut out. A different color was used for pennies, nickels and dimes. Later we made quarters, fifty-cent pieces and dollars for our mint. The denomination of each "coin" was clearly marked on its face. This meant a study of actual money. Then we played bank. Each child made himself deposit slips, blank checks and a bank book. Each child was given a turn as banker.

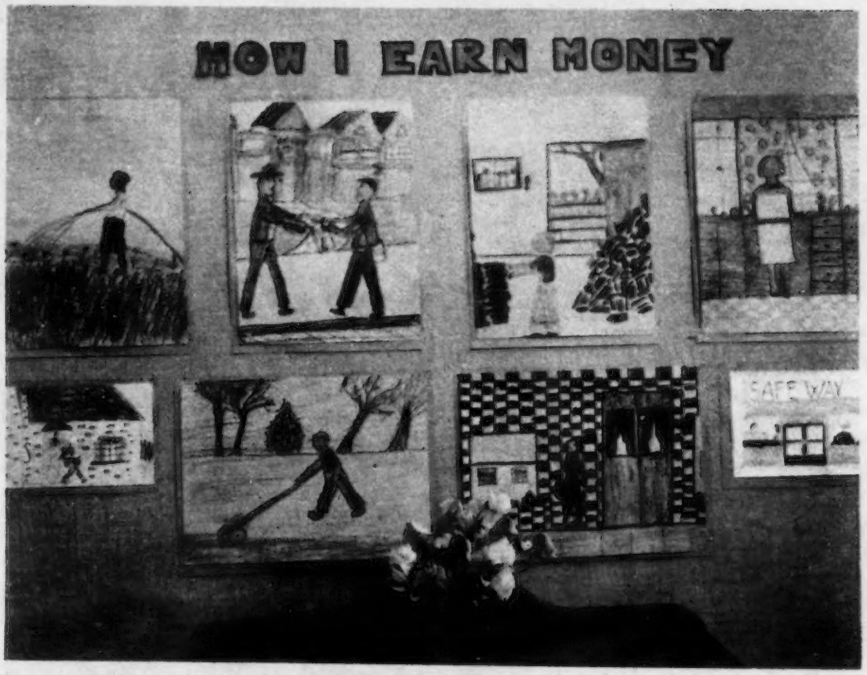
Pennies were deposited and drawn out at first, then the nickels and dimes and so on. This afforded training in addition and subtraction. Soon the children wanted to bank real money so they used their recess pennies. They became money conscious, and on their way to and from school eagerly scanned store windows for articles priced in pennies, nickels and dimes. They brought old coins from home. This led to their decision to make a "money" book. Bogus paper, 9" x 12" was folded to 6" x 9", as many sheets to each book as were needed. Brads held the pages together. The child pictured as many different kinds of pennies as he could find, then nickels and dimes, quarters, fifty-cent pieces and dollars. He did not go beyond one dollar. The coins were illustrated by hand or with magazine pictures.

A VISIT was made to a nearby fruit market. Price tags were keenly observed. Soon afterward every article in the

schoolroom was priced and tagged. Someone's father had been to an auction sale, so we had an auction sale, too. Each child made himself a quarter's worth of pennies and the equal amount in nickels and dimes. He stayed within this amount and kept a written account of the things purchased at the auction. This project led to the blackboard store game.

Each child had a turn at this game during the morning or afternoon number work period. He was given an imaginary twenty-five cents to spend at any store he chose. Later the amount was increased to fifty cents, then to seventy-five cents and finally to one dollar. The name of the store was written on the blackboard by the teacher. She wrote down each item and its cost as given by the child. This was a reading and spelling aid also. The child had been cautioned to stay within his allowance or budget and, if the store was downtown, to reserve enough for car fare. When the child had finished his shopping he added up the cost of his purchases, then decided what balance, if any, he had left of his allowance. If he had spent too much money he crossed off the articles he decided he could do without and then subtracted their total from his first total. The children loved this game and, although the bake shop, grocery, candy store and fruit stand were visited, the Five and Ten Cent Store was the most popular of all.

This game gave rise to many character-building talks. For instance, one lad decided he would not put aside any car fare but would beg a ride from some motorist. This was a fine opportunity for advice against riding with a stranger. This game also led to making a store booklet in similar manner to the money booklet. In this book were listed and illustrated the various commodities of the chosen store together with the prices, or the weights. The sum total of the merchandise was listed at the bottom of each page and a grand total was listed on the last page. These booklets opened an inquiry into the source and manufacture of the different articles.



IN A SEATTLE, WASHINGTON, ARITHMETIC ROOM, ART IS CORRELATED WITH NUMBER TEACHING

Seattle Public Schools

A HALLOWE'EN booklet was made in October. In this were listed and illustrated the different things one might use at a Hallowe'en party. Visits to nearby stores gave the children an idea of the articles and prices to list.

Thanksgiving booklets were made in November. Everything that one might have or wish to have for Thanksgiving dinner was listed and illustrated. The prices of the items were learned at neighborhood stores. Drawings, spelling, lettering and number work were uniformly improving.

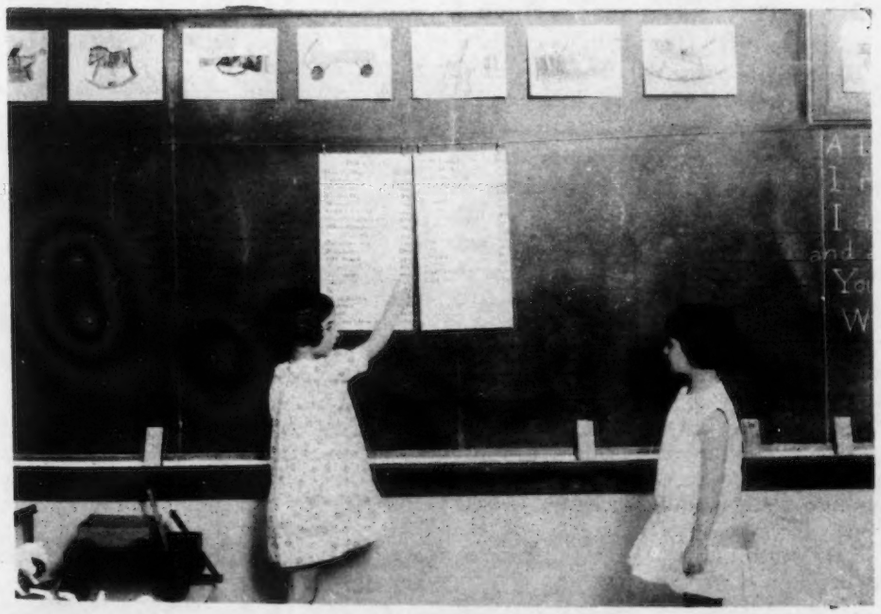
Toy-shop and Christmas-gift booklets were made in December. In the gift booklet the child actually planned the gifts he intended to give various members of his family. He listed the amount of money he had to spend and the prices of the gifts. This inspired quite a few to run errands and do other small tasks to increase their spending power. At this time the children also decided to make themselves personal-account booklets. Here they listed the amount they had to spend, what they must buy and what they would like to buy. Thus they learned to plan and save ahead and to decide how they would spend this money. It was the birth, for them, of the budget idea.

After-Christmas sales booklets were made in January. Newspaper advertisements were closely watched by each child. Linens, bedding, garments and shoes were listed in this month's booklets, priced and illustrated with newspaper and magazine advertisements. Mothers said their children loved to go shopping with them and displayed a

(Continued on page 49)

PRICE STUDY OF FAVORITE TOYS IN H1 AND H2, THE OAKLAND, CALIFORNIA, PUBLIC SCHOOLS

Jefferson School, Oakland, California



THE FARM CORNER OF A LOS ANGELES PUBLIC SCHOOL

Marianna Avenue School, Los Angeles, California

Our Farm Study

By ELIZABETH ALLEN

ON RETURNING to school in the fall, during a language period, the children in my beginning first-grade class discussed what they had done in the summer vacation. Some of them had been to a farm, and Frank told the following story:

Frank's Story

I went to my cousin's farm in Pennsylvania.
My mother milked a cow.
I helped her.
We put the milk in the cellar.
When it was cool, we drank it.
I saw pigs, chickens, horses and ducks.
I am going again next summer.

The children suggested making a farm in the classroom. They also suggested visiting a real farm. Our first step was one of orientation:

How to Go

CHARTS were made by the teacher. The first was a large one, showing a farm. The story read, "We are going to the farm. How shall we go?" Smaller charts read, "Shall we go on the train?" (Picture of train) "Shall we go on a street-car?" (Picture of street-car) "Shall we go in a car?" (Picture of automobile) "Shall we go in an airplane?" (Picture of airplane) "Shall we go in a truck?" (Picture of truck)

During the fine-arts periods, lessons were given on each of these means of transportation. The resulting drawings were exceptionally realistic. Individual mimeographed sheets were made with the whole story on them. The children made booklets about ways of transportation to the farm. The sentences were cut out and each one pasted at the bottom of a sheet of 9″ x 12″ news-sheet paper. Pictures were drawn to illustrate the sentence. Covers were made of colored construction paper, tied at both ends with contrasting wool. Colored letters made the words *"How to Go"* on the cover. When they were finished, the children had a reading booklet.

Chart

On the farm we will see cows.
We will see pigs.
We will see the farmer.
(Picture of farmer and cows)

As the children came from poor homes, and could not afford to bring money for bus fare, we made our trip to the farm an imaginary one, during a language period.

Reproducing the Farm

CHARTS

We need a house for the farmer. (Picture of house)
We need a barn for the cows. (Picture of a barn)
We need a silo for the corn. (Picture of silo)
We need a fence around the farm. (Picture of fence)

All the pictures for these charts were made by the children.

A HOUSE was made from a large cardboard box. It was painted white. The roof was painted green. Curtains were made for the windows from scraps of yellow material. Window-boxes painted green were pasted outside the two windows of the house. Bright colored paper flowers grew in the window-boxes.

A barn was made from two boxes, one large and one small. The barn was painted a dark red. The top half of the barn had a large opening cut in it, and in this we put excelsior to represent hay.

A cereal box made an excellent silo. A circular piece of manila paper made into a cone served as a top for the silo. The whole was painted a dark red to match the barn.

A fence was made from two long strips of manila, with short strips pasted at regular intervals. This was painted white.

Our farm was to be well equipped with electric light, so telegraph poles had to be made. Three dowel rods of uniform height with clay at the bottom so that they would stand firm, served our purpose. Cross bars were made of flat sticks, with black thread running from them to represent wires.

The farm had to have animals, so we made clay ducks, hens, a dog and a cat. Other animals were attempted, but were found to be too difficult to make. The animals were painted the proper color.

Pumpkins were also made from clay, and set in the cornfield alongside the house.

A Farm Picture

THE CHILDREN decided that they would like to paint a large picture of the farm. Some wanted the farmer milking the cows; others wanted him pictured feeding the chickens. We painted both, calling one figure the hired man. The picture when completed showed the farmer feeding a mother hen and three little chicks, while the hired man was just coming out of the barn with two full pails of milk. A duck was just walking away when he heard the farmer calling the chickens to be fed, and his head was turned to see what was going on. The picture was about ten feet long and three feet high. It was so attractive when finished that our art supervisor took it at the end of the term to be used with several others as decoration in the gymnasium of the local Y. W. C. A.

The duck patterns were unusually good. The children asked if they could make individual paintings of their ducks, and this was done. They were painted on 12" x 18" manila. The three best paintings were hung in our library for decorative purposes.

Making Butter

IN THE discussion about farm animals and their uses, the question arose as to the source of butter. Three answers showed the need of teaching this.

1. It is made of milk and eggs.

2. It is made of melted tigers. (From Little Black Sambo)

3. It is made from cheese.

After an explanation by the teacher, the children said they would like to make butter in the classroom, so two children each brought a half-pint of sour cream. This was poured into a quart jar. To the bottom of a dowel rod two flat sticks were nailed crosswise. A hole was made in the middle of a tin top to a jar and the dowel rod put through this hole. The whole thing was then put inside the jar. Thus we made our own churn. The children churned industriously for two days, and finally the butter came. The excess liquid was worked out, and salt was added to the butter which was spread on saltines for a party at Hallowe'en.

Making Jack-O'-Lanterns

AFTER making clay pumpkins for our farm, the children were eager to buy a real one when Hallowe'en drew near. Several children brought pennies, and 15 cents was collected. We went to our neighborhood market where the children selected a fine large pumpkin. When they found out that it was only 10 cents they selected two small pumpkins which the storekeeper said they could have for 5 cents each. The pumpkins were scooped out, eyes, nose and mouth cut, and a candle placed inside. They provided an interesting note for our Hallowe'en party.

Letters

AN INVITATION was received from the 2B class, asking if we would like to hear a story about making butter. We wrote in reply:

Dear 2B's:

We would like to hear a story about butter.

1B

Two children came in and read the story. We then wrote another letter to the children who had read the story:

Dear Frances and Walter:

Thank you for reading the story. We liked it.

1B

A Rhythm Play

THE FOLLOWING rhythm play was originated by the children. Tune: *The Farmer in the Dell.*

"The farmer in the dell, the farmer in the dell,
Heigh-ho, the cherry-o, the farmer in the dell."

(Step and bend, right and left.)

"The farmer pitches hay, the farmer pitches hay,
Heigh-ho, the cherry-o, the farmer pitches hay."

(Pitching motion, in time to the music.)

"The farmer milks the cow, etc."

(Milking cows.)

"The farmer feeds the chicks, etc."

(Motion of throwing grain to chickens.)

"The farmer drives the horse, etc."

(Two rows around one row of seats, galloping in time to music.)

Farmer Dolls

THE CHILDREN were very much interested in the dolls that were being made by the other 1B, and asked to be allowed to make them. We followed the usual procedure, cutting around a paper pattern on unbleached muslin, and stuffing them with cotton. When they were finished, the question arose as to how we we would dress them. Almost unanimously, the children wanted to make the farmer and his wife. Overalls were made from blue sateen for the farmer, while a printed cotton material made a dress for the farmer's wife, with a small white apron completing her costume.

Outcomes

READING vitalized by the use of charts.

Transition from chart to book made easier by booklet made from the chart stories.

Social contacts developed by working together in common task.

Realization of increasing abilities and power to help themselves.

A common interest of conversation that promoted class discussion.

Teaching for the Pupil's Sake

By ZETA IONE BROWN

Field Supervisor of Rural Education, Maine State Department of Education

CAN YOU truthfully say that you liked to go to school when you were a child? If your reply is in the affirmative, there are three factors which I can safely state as being in common to your school experience. First, your interest was aroused in acquiring new ideas through the medium of your school activities; secondly, these new ideas were presented to you in a way in which you could understand; and thirdly, through your interest and understanding you were able to achieve success in your school work. These three factors, interest, understanding, and success, are keynotes to all effective teaching.

No one enjoys drudgery. Study becomes drudgery for the pupil unless a desire to learn is created within him through the medium of interest. There are those conscientious individuals who are interested in performing their school tasks in a satisfactory manner in order to receive the commendation of the teacher. That is one form of interest, the desire to please; but interest of a higher type and of more real value to the individual is that which can be stimulated in the subject matter itself by means of proper introductions to appropriate teaching methods. It comes to the question of whether we shall teach the subject matter for the sake of the subject, or teach the pupil with interesting material for the sake of the pupil. The transformation of an indifferent, apathetic child into an alert, alive being when the well-spring of interest is tapped is the common and pleasurable experience of all good teachers, and if "learning is only as deep as interest" then the all-important object in teaching is to arouse and stimulate interest.

WHEN the child exhibits a readiness and desire to learn, the teacher is challenged with the task of imparting knowledge in such a way that it can be most rapidly, securely, and accurately assimilated and evaluated. Teachers should aim to create minds capable of forming correct conclusions, of formulating the truth through their own understanding, rather than to give them the conclusions already elaborated. In short, teach the child to think. Even young children enjoy the processes of reasoning and judging, if they are allowed to do so. A teacher may easily discourage this by neglecting their questions to feed them the dry data of mathematics and grammar. Let us not restrain and dwarf this tendency. Let us give the youth of today the kind of training which will stimulate and develop his power of originality in thinking and reasoning to the highest possible degree.

Modern educational theories aim to develop the individuality of each pupil, rather than to produce identical products of a school system. Happiness is the true aim and end of life because happiness is harmony. Yet every person is a law to himself, for the happiness of each must be sought and found through the fullest understanding and expression of his individuality. Success breeds happiness. Therefore happiness consists entirely of the successful adjustment of oneself to the environment. A happy mental state in the classroom can be realized by those pupils alone who are interested in their work, who understand the material with which they are confronted, and who achieve success in assimilating and putting into practice these new ideas.

These three basic principles, interest, understanding, and success, do not confine the teacher to any fixed method of procedure. Variety in presentation is doubtless to be desired. Projects, drills, experiments, demonstrations, activities, discussions, excursions and all methods of teaching have educational value if they are built around the framework of these three elements. Any of these which are properly conducted need no justification as a teaching procedure.

THERE IS great educational value in excursions. Adults may read about or discuss with those who have had first-hand contacts with paper mills, the process of making paper. They become interested, they gain a vague impression of such a mill and such a process, but would not this experience make a more intensive and lasting impression upon the individual if he could visit a paper mill and see the various steps in the process of making paper? The identical situation exists with the child in school. Any number of educational aims can be assembled to justify the time spent on excursions. For those who have not considered this teaching technic a few are listed:

1. To discover the interests of the children.
2. To arouse interest in the world about us.
3. To appreciate nature's wonders and man's ingenuity.
4. To cultivate powers of observation.
5. To develop a scientific attitude.
6. To stimulate and satisfy wholesome curiosity.
7. To solve problems that have arisen.
8. To stimulate interest in a unit of work.

THE EXCURSION, in order to be of sound educational value, calls for vigilant preparation. Still considering a visit to a paper mill, let us note a few of the many possible ways of conducting such an excursion.

I. How may interest be aroused?
   1. Have the children collect many different kinds of paper, and discuss the differences in appearance, use and probable cost.
   2. Show pictures of paper-mill, and some of the manufacturing processes.
   3. Show samples of materials from which paper is made, and ask questions to arouse curiosity.

II. How may understanding be insured?
   1. Pre-plan of points to be noted.
   2. Group and individual assignments.
   3. Outline to be filled.
   4. Samples to be obtained.
   5. Various opinions to be checked.

III. How may success be checked?
   1. A class discussion.
   2. An objective test.
   3. Written reports.
   4. Individual or group booklets.
   5. Charts and outlines.

SOME of the other possibilities for excursions in rural communities are:
1. To forests and fields.
2. To orchards, farms and ranches.

(Continued on page 49)

Remedial Reading

By MARION PAINE STEVENS

THE WORD *remedial* suggests trouble, some readjustment to be made, something out of order to be corrected or changed. But before a remedy is applied, if there is to be relief, help, or cure, it is necessary to make a proper diagnosis.

What is the procedure of a doctor in this situation? How is his diagnosis made? He studies each case, analyzes symptoms, eliminates the impossible or unlikely, considers what is possible, and then prescribes. But he does not stop there. He watches developments, ready and willing to change or, if unsuccessful, to start over again, continuing to study, analyze, and experiment until the proper remedy is found. His proof comes when a cure is effected, or at least when the patient improves.

Somewhat the same procedure should be followed by a teacher in attacking schoolroom problems which obviously need a remedy, one of the most common in the primary grades being backwardness in reading skill.

If we were to describe the typical good reader of a first-grade class, the account would run something like this: She is mentally mature, seems intelligent, quick to learn, emotionally stable, already desires to read. Her eyesight, hearing, and general health are good. She talks readily and well, has a good vocabulary, no baby talk or speech defects. She has had a great variety of experiences, such as travel, care of pets, many toys and play materials, opportunity to use her hands. She is used to other children and knows how to get along with them, does her fair share of leading, but is willing in turn to follow. She has good work habits, is industrious, attentive, well disposed. At home she is surrounded by books. She sees her family read for many purposes. She has her own shelf of picture and story books, and has always been read to a good deal.

Plainly there would be little need of diagnosis with such a child, for the extreme probability is that she would have no difficulty at all in learning to read. But here is David, very immature, timid, has had little experience with playmates of his own age, cannot use his hands. And Jane with her lisp and baby talk. And Sara, heavy and slow, one of the best in the class at handwork but grasps new ideas, especially abstract ideas, with difficulty. The Rohrich twins speak German at home so their English vocabulary is extremely meager. Half the time they don't understand what is said to them. Some of the children have almost no books in their homes. Some speak in monosyllables or are shy about speaking at all. Others need breadth of experience. They have been nowhere, seen little, have not learned to observe or ask questions. Many have heard few stories; no one reads to them at home. Most of all there is a dearth of ideas in the group, ideas to express in word, picture, or with play materials. Even in second, third, or fourth-grades, and in spite of all that the school can do, such differences and difficulties will persist.

OF COURSE, all of these children cannot begin to read at the same age, or reach a given degree of reading skill at the same time. They have too many handicaps. But the fact is that we should not expect it. The principle of individual differences is nowhere better exemplified than in reading ability; perhaps we may better say reading abilities, because what we call reading is really a conglomerate of specific and specialized skills. And according to the modern view, the reading problem is a general or life problem. Since reading is the interpretation of symbols, and symbols stand for ideas, experience and mental growth are essential.

However, there is also the problem of method. The doctor or teacher must not only prescribe correctly, but administer the remedy in the proper way. So we pass now to the field of method (the *how* and not the *why*), suggest some of the more common causes of poor reading which teachers may expect to find, and propose not only remedies, but in some detail methods of administering these remedies after diagnosis has been made.

Upon maturity we need not dwell. There is but one remedy for that. We must wait until a child is more mature, in the meantime giving him many immature experiences, such as play in a sand pile or with blocks and toys, never letting him feel that he is inferior or different, or permitting him to attempt reading at a time when he is sure to fail.

Many sad little stories could be told about children whose progress in reading was blocked for years because some one tried to drive them before they were mentally ready. According to the experiments of Washburne and his colleagues at Winnetka, a mental age of six and one half years is the optimum age for beginning reading. Children mentally younger than that run a strong chance of failure, or at best of slow progress under severe emotional handicaps.

There are also many children in higher grades who seem immature. These must be given reading materials suited to their stage of development. What if a third-grade book is called for? If a simple primer-type book is all they can read, they will profit more from it and in the end learn more than if they were forced into work beyond their capacity.

Especially for pleasure or leisure-time reading, children should have books which they can read easily, even though a more difficult book be used for instructional purposes. Rapid or extensive reading gives a maximum of practice and a feeling of success, resulting in increased interest and a desire to read more books. This happy sequence is reversed when a book is too hard. In that case interest and practice are both less, and the child has a feeling of failure and discouragement.

Neglecting to supply for each child reading material of his particular grade of difficulty, is one of the commonest blunders made by both parents and teachers, and it is most frequent where it is most serious, with slow-learning groups. Fortunately there is an ever-increasing list of simple books with a mature and interesting content, so that the older poor reader and his advisers do not have an insoluble problem.

A second common cause of reading deficiency is ignorance of reading mechanics. This can only be overcome by painstaking and systematic teaching of phonetics in all its phases. Since, however, the whole question of phonetics has recently been discussed by the writer in this magazine (March, 1936), it will not be continued further at this time, except to comment once more on the extreme value of initial consonant sounds which should be taught early in a child's reading life and emphasized strongly until their use in deciphering new words is habitual.

PLAYING or experimenting with words is another way of building a reading vocabulary which, because it deals with meanings as wells as form, is of much more value than the usual flash

cards. Children enjoy and profit by such exercises as the following:

1. SCRAMBLED *Words.* Put a list of short troublesome words on the blackboard, usually abstract or unphonetic words such as:

eight	gone	done	warm
from	work	they	color
what	only	been	great
both	laugh	anger	were

The list is more useful if selected from errors made when children are reading. Have cardboard or wooden letters face up on a table. Children are paired, or in a small group with the teacher as leader. Each child selects the letters of a word from the general list, exchanges with another child, who arranges them correctly, and if correct keeps the word. See who can get five first. A word must be pronounced to be held for the score. The blackboard list is to be used freely at all times. There may be a short drill on the words before the game begins.

2. SMALL *Words in Larger Words.* Children enjoy finding these from lists given by the teacher or observed by themselves. Examples are:

bring	ring
just	us
stall	all, tall
matter	at, mat
corner	or, corn
season	sea, seas
smother	other, mother
start	star, tar, tart, art
plate	late, ate

Such words may be collected in notebooks or placed on a wall chart. Be sure to select words which have the shorter words at the beginning and in the middle, as well as at the end. A figure may be placed after each word to indicate how many shorter words are to be found.

3. WORDS *Which Belong Together.* Children may be asked to select from their books all the words which are used in place of *said*, such as:

replied	cried	whispered
answered	inquired	shouted
added	asked	called

At another time they may try to think of two or more words which mean about the same thing, as:

little, small	lady, woman
home, house	run, rush, hurry
put, place, lay	pretty, beautiful, lovely

A simple form of this exercise would be for the teacher to give a list of words and ask children to find or think of others to match them. Use the word *synonym* once or twice in speaking of these words and show how to spell it. Make the point also that there is in every case some slight difference in meaning among synonyms.

Particularly in the third grade and above are such word games fruitful in developing both a speaking and a reading vocabulary.

ANOTHER large group of poor readers are merely slow to learn. We consider them old enough and mature enough, but somehow they are always lagging behind. Most teachers find the slow-learning group the most difficult to teach. They seem less interested than the others and need more repetition, but when we give them added work in reading, they are even less interested. Yet the element of success is an important feature if progress is to be made.

Not only should these children have simple reading material, an easy attractive work book, and special grouping, but they present special problems in the field of method.

"When we turn on set or purpose, we turn on learning," says one experienced teacher and psychologist. Perhaps we think too much about our own purposes or objectives with these slower children who perplex us. It is possible that the solution of our problem is to be found through taking advantage of the children's purposes.

Of course we cannot find out children's purposes by asking them. Often they do not know themselves. But suppose we try to view the situation from the standpoint of child interest, adding thereto a dash of humor and a large measure of psychology. It may be that the result of our study would help us to solve not only their reading problems but those we meet with other reading groups. And it is usually true that when our interest is aroused in a problem, not only does the problem tend to disappear, but we find ourselves greatly enjoying its solution. Like the children, we, too, find satisfaction in success and dislike failure.

BRIEFLY, then, here are some of the dependable interests of children which can be drawn upon in our reading program. They want:

1. To know their own and school possessions when they see them. So we label things in the classroom.

2. To know how the names of other children look.

3. To know what things say. They will often ask, "What does this say?" or "Where does it say that?" A teacher can stimulate learning by a suggestion: "I wonder if you will know it next time." "Try to remember just how it looks, so you can tell it tomorrow."

4. To know what happens next. So we lead them through a story with occasional comments: "I wonder what Giddy Goat did then." "And what did the lion say, Jerry?"

5. To know how the story comes out.

6. To know what a picture is about. We can stimulate this interest by labeling our wall pictures and making much of the pictures in books.

7. To do what it says. Young readers feel the mysterious nature of written symbols and enjoy following blackboard directions.

8. To differentiate; tell one idea from another. A child will say, "I knew it was *hungry* because it begins with *h*. I knew it wasn't *angry*." Many phonetic cues such as the rule for final *e* (*hope* as distinguished from *hop* by its long vowel) give children a similar feeling of power over printed words.

9. To see how much they can name or how far they can go without a mistake. We may say in speaking of word or phrase cards: "When you are through we will count them." Or, "Take all you get right." Then we go over those missed, add the ones now known to the first pile, and in counting for a score include both groups, thus emphasizing not the already-known but the new learning.

10. To keep a record of what has happened or what is being learned. So we make a chart about an important event, or keep a group diary. We encourage the children to make lists. "How many kinds of boats did we see?" "What animals lived when cave men did?" "What vegetables come from the root of a plant, the stalk, the leaf, the blossom, the fruit?"

11. To find out more about it. Among children there is a great thirst for informational material which will satisfy their curiosity or help with activities. Data for a coming trip, facts about visiting animal, or directions for making things have a deep and general appeal. Such books as Keelor's *Working with Electricity*, and Zirbes *The Story of Milk* should be in every classroom library. We tie up reading with what is going on. "Suppose we put all the Indian books together on this shelf where everyone can find them." "If you are going to make a shelter book, see how many kinds of shelter you can write down. Here are some books to help you."

12. To look for a story to act. This demands much re-reading when getting ready to play it.

13. To look for a story to read aloud to classmates or a younger grade. Here again there is voluntary repetition with a child motive.

14. To get approval from home and school. Keeping individual lists of stories

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Living Art

From the American Scene

THE ILLUSTRATIONS by Grant Wood, from the book, *Farm on the Hill*, from which our frontispiece for this month is taken, represent better than any other choice we can think of, the ideal of this artist's work. Here we find the deep impression of his childhood on a farm, painted in a simple, direct way in flat colors. The design of each picture is well-organized and rhythmically pleasing. The people and animals which we meet through these fine pictures seem to grow from the soil; they are akin, in harmony and happy in their closeness to their land. They are painted with humor, sincerity and understanding. We have chosen a picture of "Bill" who has just had an unfortunate experience with "Sookie," the cow, as the best possible introduction of Grant Wood to the coming generation of artists and critics, the American public now in our schoolrooms.

In the story of Grant Wood's life* and the relationship of his painting to his native soil we may come to understand the vitality and authenticity of America's developing folk art.

GRANT WOOD was born in Anamosa, Iowa, in 1892, the son of a Quaker family. Both his father's and mother's families had come to America in Colonial times. As a boy on the farm he had an early initiation into the struggle against poverty and the realities of farm life. When he was ten years old his father died. The little boy became a farmer in earnest, proud of his straight rows of corn and big juicy tomatoes. He found time to mow the neighbors' lawns and milk their cows to bring in a few spare dollars. He found time also to go to school, and the feel of the rich, cool, brown, Iowa earth beneath his bare feet as he trod across the ploughed fields, left a lasting, pleasant impression. During his early manhood he built two houses for himself; one a small shack, the other a more pretentious structure of stucco which he built on a lot given him in payment for his help with a neighbor's new house. He learned many practical skills well. He went to the Chicago Art Institute and paid his tuition by working nights. After a period in the army during the world war, he returned to Iowa, where he taught art in the public schools of Cedar Rapids. According to the prevailing tradition that American artists must be "finished" in Europe he went there several times on his school-teaching savings. In Munich, in 1928, he had an awakening experience. While observing an artist copying an old master, he discovered the technic of applying glazes which he knew at once would be a method of great value to him. He was also greatly impressed by the work of the German primitive artists who interpreted Biblical stories in terms of their own environment. His skill in delineation and accent of detail rapidly developed and with it his philosophy, that a painter should try to express what he knows best. To use his own words, he realized that his best ideas had come to him while milking a cow on the farm. He returned to the corn fields of Iowa.

His home, which looked good to him, he saw in a new light. Here were the familiar fields, people and activities but each had taken on a deeper meaning for him. He saw his neighbors, the same people, stern, sobered by work, sometimes narrow and fanatical, but fundamentally simple and kindly. As subjects for his painting, they symbolized to him the farmer's struggle to wrest a living from the soil. All the homely doings of farm life, the busy kitchen with its pets around the stove, the patient farmer's wife, cooking for her family and for the lavish harvesters' dinner, or darning blue denim overalls, took on a new significance as he studied and painted them. He saw beauty in the patterned lines of American mail-order equipment. The familiar panorama of rich, rolling earth with its straight rows of corn, freshly ploughed fields and the earth-gash of a newly-cut road, were relevant to his philosophy of painting.

Mail-order catalogs were his reference works for details of dress fabrics, wall paper and furniture. In Currier and Ives' prints he found a simplicity of approach in harmony with his newly developed ideas. He applied his early experience as a builder to the painting of pictures. Quick to choose his subject, he frequently thought about the painting for a year, gathering information and detail for its perfection. Mr. Wood says of his work that he has many mannerisms to overcome. His fear of being "too photographic" restrained him at first from his true technic. This criticism of his own work is proof that he has not yet attained his self-appointed goal of sincere delineation.

IT IS INTERESTING that his first experiment in the new technic should be a portrait of his mother which he calls *Woman with Plants*. In this picture, his mother, a pioneer woman, stares off into space with a far-away look in her eyes. She clasps a spikey plant in her hands. Her apron, trimmed with rick-rack braid, covers a plain dark dress which is fastened at the neck with a cameo brooch. The portrait is done simply and lovingly with every detail sharply accented. Because he paints his neighbors with kindness and understanding, they are fond of him and buy his pictures. Such paintings as *The Midnight Ride of Paul Revere*, and *The Birthplace of Herbert Hoover*, show his interest in American tradition as authentic subject matter. Mr. Wood believes that if we are to have a genuine school of American painting we must concern ourselves with native subjects and develop an appropriate, individual technic.

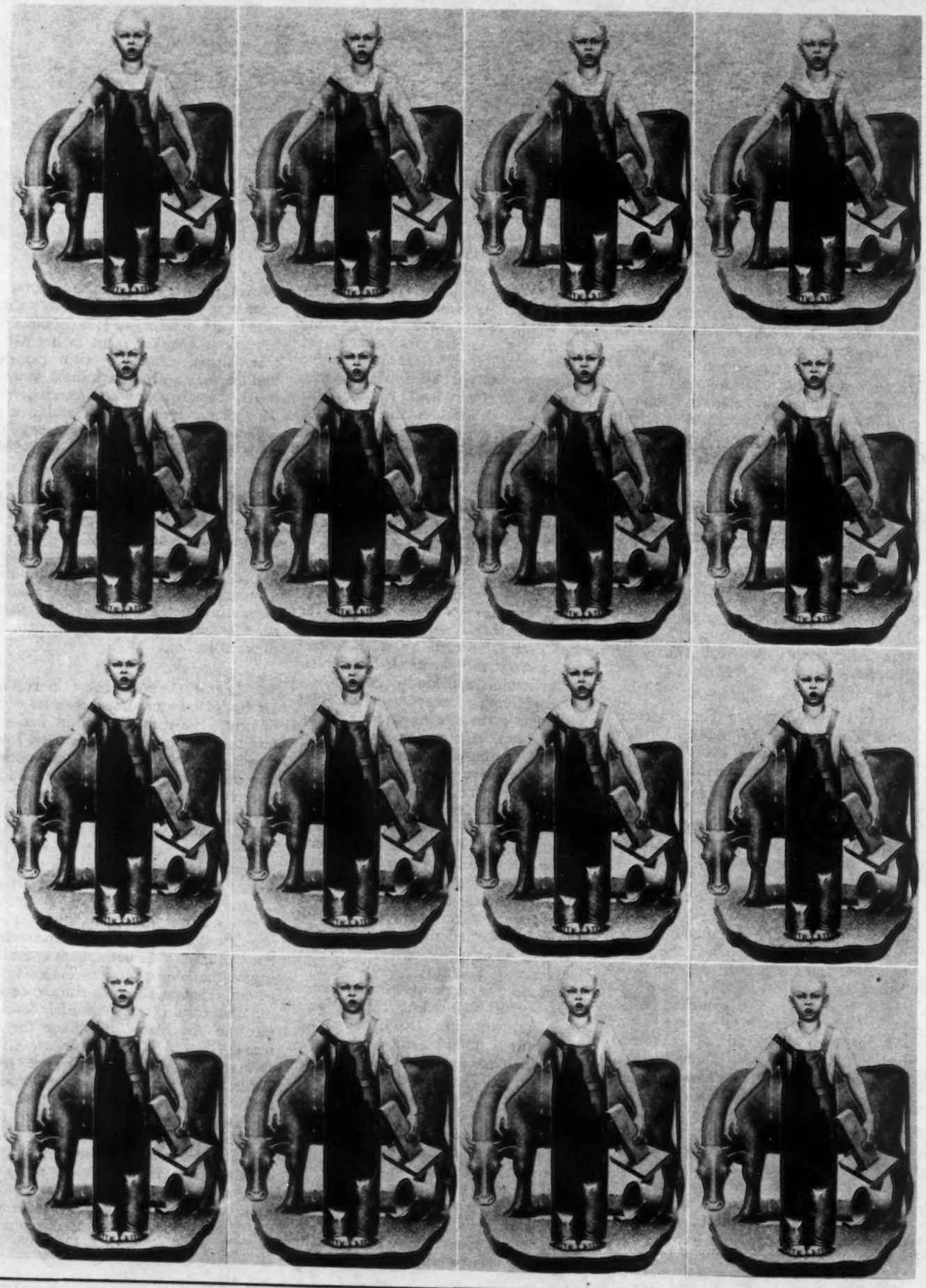
GRANT WOOD'S belief in regional art has given great impetus to its development. His immediate effort has gone into the reclaiming of Stone City, Iowa, a relic of a boom in the quarry business, as a center for the promotion of Middle-Western arts. Out of this experiment developed the idea of doing murals in which a number of Iowa artists worked co-operatively on Public Works Art projects. In such regional effort Grant Wood sees the possibility of an art peculiarly American. He says: "By getting the various regions in competition it will benefit not only the painters, themselves, but will inspire the enthusiasm and backing of the laymen of the competing regions." Thomas Benton's murals, depicting the cultural and material development of the State of Indiana for the recent Chicago World's Fair, are a further example of the success of truly American art. At a Radio City museum in New York City a recent exhibition of National Art, regionally hung, further advances Mr. Wood's hope.

"Patronize home industries" is a familiar slogan. Let's make it "patronize home art" for our schoolrooms. An excursion to the city museum to discover the work of local artists; a collection of

(Continued on page 50)

* "Grant Wood," by Park Rinard and Arnold Pyle

BOY MILKING COW **By Grant Wood**



Harvesting in the Kindergarten Program

MANITOWOC, WISCONSIN, PUBLIC SCHOOLS

MOST typical of the activities of the fall are the excursions taken to neighborhood parks and gardens, as nature is never richer in its gifts than it is at this time. In our kindergarten these excursions led to much comment from the children, such as:

"I like to go to the park to swing."

"I like to see the squirrels in Washington Park."

"Mother and I saw lots of things in Bill's big garden." The latter statement recalled to the children many other interesting experiences in their garden visits.

One teacher's experience in the community led her to question the children as to their knowledge of home gardens. In this particular locality many of the families own their own homes and the thrifty parents plant and care for gardens to supply food for the family. A vital interest was manifested when the children brought some vegetables from these home gardens to school. The teacher questioned:

"Betty, why did you pull this carrot out of the ground?"

Betty: "Mother was pulling all the carrots and putting them in the cellar for winter."

A discussion followed about vegetables and their growth — some growing under the ground, and some above the ground. Charts were made using the picture and the printed name, indicating these kinds of vegetables.

Vegetables That Grow Underground	
Vegetable Picture	Name

Vegetables That Grow Above Ground	
Vegetable Picture	Name

A rather intensive study was made, using the carrot as a well-known vegetable, and representing the underground variety. The tomato was studied as representing the above-ground variety.

As a means of further stimulation, pictures of the various vegetables and illustrations of the process of canning, such as vegetables, were displayed. Vegetables were brought and placed on the table, each labeled properly with a printed label. Because of the large garden, the children were so busy bringing vegetables that the question arose as to what we could do with them. The children gave various suggestions, such as, "We can eat them." "Oh, do you want to eat the raw beets and potatoes as we do carrots?" This, of course, brought forth a negative answer.

NOTE: *An interesting example of kindergarten integration in the public schools of an average city, and an appreciation of and desire to support its kindergartens is found in Manitowoc. Prepared under the direction of Hugh S. Bonar, city superintendent and Alice Brady, grade supervisor, the Teaching Units for Kindergarten from which this article is taken are models for all curriculum makers in their recognition of child development levels and their correlation with the work of the first three primary grades.*

Teacher: "What can we do with them? I don't like to see them wither and spoil."

Child: "I know. My grandpa has so many vegetables that he brings some to us."

Teacher: "Does he bring all of them to your house?"

Child: "I guess he sells some to other people."

Teacher: "Do you know who the other people are?"

Child: "The groceryman."

Teacher: "Some of the stores that have vegetables and fruits to sell are called vegetable and fruit markets."

ANOTHER day's discussion led to the care that grandpa and mother must take in keeping the vegetables fresh for winter use. Children realized that mother went to the basement for vegetables, but had not been observing or curious enough to find out about the conditions under which they were kept.

We recalled the fact that the vegetables had to be kept in a dark cool place after they had been taken from the cool earthy beds. A trip was taken to the school basement, to find a dark cool room for storage. The janitor took us into several rooms, one near the furnace. "This will never do, it is too warm." Then to a room with many windows. "This is too light." To our pleasant surprise we found a small room without windows, cool and dark. We brought the vegetables to the basement, and put them into a box which we called a bin. We left the vegetables, feeling that we had learned a lesson in preparedness.

During this time apples were brought to school for lunches. One morning Mary came with a bag of apples for her little friends. The number of apples brought to school by Mary surprised one of the children into saying, "Where did you get all those apples, Mary?" Mary answered, "My father and mother took in all the apples on our tree, because they were afraid that they might freeze." Another child said, "Last Sunday my grandpa took in all his apples. My Daddy helped to put them in bags. He put the big nice ones in barrels. We brought a bag of apples home to eat." The teacher said, "When there are many apple trees in a group we call it an orchard."

An apple in the hands of the teacher created a vital interest in the story, *The Little Red House Without Windows and Doors.* To make the story more meaningful, attention was drawn to the fact that nature has her own way of caring for seeds. The apple was cut and the star holding the seeds exposed. This gave the teacher the opportunity to label the apple, "seed-basket." The children were encouraged to look for seeds in other fruits, such as the grape, orange,

pear, plum and even the banana with its tiny, almost unnoticeable seeds.

OTHER uses of the apple were discussed, the most familiar being the making of apple sauce. As this was a typical experience in most of the homes, the children expressed a wish to make apple sauce. Plans for the carrying out of the activity were made by the group. A few of the children, showing that they were of the observing type, were able to tell the things which were needed, apples, sugar, and water. The children volunteered to bring apples, sugar, and utensils. Following this activity, the children's enthusiasm led the teacher to call for a report on the activity. One of the recorded stories as told by the children follows:

"After we washed our hands we peeled the apples and cut them in pieces. We put them in a big kettle with a tiny bit of water. We watched them cook; steam came from the kettle. When they were soft we put in lots of sugar. We brought jars from home to put the apple sauce in. We boiled the jars first, then put in the sauce and the paraffin on the top."

While the apples were boiling some of the children expressed their ideas through the various mediums of clay, cutting and coloring. Two of the children sampled the sauce to see if it was sweet enough. The feature of the lunch period that day was a taste of the delicious apple sauce on a graham cracker. "When will we eat the rest of the apple sauce?" was heard. When the suggestion came from the teacher to put it away for winter use as mother does with her preserves, they were happy to complete the activity the teacher had planned.

After a period of storage the apple sauce was brought up from the basement and the interest in the activity was renewed. A little party was planned, and table manners were renewed as associated with this particular party. The apple sauce was served with graham crackers and milk. Unusual enthusiasm was noticeable, as the children were happy in the fact that they had taken an active part in the preparation of the party.

ONE DAY a child recalled the vegetables which had been stored in the basement. "Let's see how they are." "Let's make something out of them." But, alas, during the Christmas holidays the door of the storage room had evidently been left open, for the vegetables had spoiled and were not fit for use. This misfortune served to show the children why vegetables are stored and why it is necessary to have proper storage conditions.

Nevertheless, in the home, the family and children must eat, and if food spoils there must be a way of replacing it. So the plans were not dropped because of this temporary disappointment. Responses from the children were to this effect: "It's too bad they left the door open; we wanted them to keep cool." "Now they're all soft and wrinkled." The teacher said, "The farmer keeps his fruit and vegetables cool and crisp and good, because his cellar is cool and dry. Do you remember, when we talked about vegetables that we keep for winter, we said that we could only keep those which grew under the ground? These carrots and beets and potatoes grew from seeds in the ground. They like it in the cool dark earth where it is nice and moist. When we pull them out of the ground we must help them to feel at home if we wish to keep them. When they get warm they begin to dry up and get wrinkled and soft."

This brought forth home-experience reports from several children.

"We buy our carrots and things from Mr. Kipen. He has a market store." "Yes, the vegetable market man also has a cool dry place so that he could keep and sell them. Of course, some vegetables are grown during the winter in the south and shipped to our part of the country, but it costs quite a lot of money to send them, so the farmer and the market man try to keep them for food for us during the winter." "Would you like to take a walk over to the vegetable market? We could all go and see how carefully the man keeps the fruit and vegetables, so that we can buy them to eat."

This provided for the children a worthwhile experience, as the market man was jolly and interested. He took the children to each bin and told about fruits and vegetables which had been shipped in fresh from the south where they had been grown. From there we went with him into his cool cellar, and there we found the vegetables which had been kept since fall. The market man took out his knife and cut a potato and a carrot in halves and we found that they were crisp and moist inside. He counted the children in the group, and then counted out as many carrots as there were children. He loaned us two baskets and we carried our gifts back to the kindergarten, after profuse individual "Thank-you's."

The next day we washed and scraped the carrots and had a real treat. This activity, which had not been planned originally, recalled to the children the harvest-time interests, even though it was then winter, and taught them a valuable lesson in preparedness and care of food. This left them with a feeling of satisfaction, after the first disappointment of finding the spoiled vegetables.

Creative Activities

Harvest booklets called, "We Are Good to Eat," were made by one group, containing free-hand colored pictures and cuttings of fruits and vegetables. Arms and legs were added to make the pictures into figures.

Harvest baskets were made of clay and filled with clay fruit; grapes, apples, peaches, plums, painted in realistic colors. Large paper baskets were also made and filled with the colored and cut-out fruits and vegetables.

Vegetable masks were made and worn by the children. These were made of colored paper, with the leaves and foliage of green crêpe paper.

The withered vegetables which were found in the basement were used to start a winter garden. The children, apparently skeptical as to results, cut off the tops. These were placed in shallow pans of water and, to our wonder, they began to sprout in the form of fresh foliage from the apparently dead vegetables.

A recipe book, in the shape of a large carrot, called "Tasty Carrot Recipes," was made for mother. A short bulletin, telling of the value of vegetables in general was included. The recipes then followed:

carrot sandwiches
creamed carrots
carrot and celery salad
iced shoestring carrots

LANGUAGE expression showing the keen interest taken in the subject was an outcome. Before taking the excursions, suggestions were made as to what we might find at the market, in the garden, and in a cool, dark room. The serious way in which the suggestions were taken was very gratifying. The reports given by the children in the conference after the trip gave evidence of the fact that they were beginning to relate experiences as suggested by the teacher. Individuality was shown by the children in the choice of the subject which they selected. The children did not need to be encouraged to talk about the phases which the subject offered, as interest was keen throughout the study. However, they were encouraged to keep to the subject, which formed the basis for the telling of original stories.

THIS UNIT of work may lead to further study and develop into interest-

(Continued on page 50)

Primary-Grade Foods Study

RURAL SCHOOLS, SAN MATEO COUNTY, CALIFORNIA

NOTE: *An outstanding example of elementary science taught through integration with other subjects, especially the social studies, reading and language, is that of the curriculum revision on the part of the San Mateo County School Department. It is the result of more than a year's study and research on the part of Eleanor Freeman, director of rural education and Pansy Jewett Abbott, county superintendent of schools. Important implications for this month's program are found in that portion of the San Mateo curriculum which we have the privilege of presenting here.*

THIS activity begins with a discussion of the kinds of foods that plants furnish us. The pupils will name different fruits, vegetables, and other kinds of foods that come from plants. Certain seeds, like wheat, corn and rice are also very important foods obtained from plant life. Learning the parts of a plant and the work of each part belongs at this stage of the work.

We observe the parts of the plants that furnish food. Some plants have leaves that are eaten, certain plants have stems that we like, some have roots that are a part of our food, while others have seeds that we eat. Boys and girls will be interested in naming plants whose stems are eaten, and in going to nearby gardens to see these plants growing.

Planting seeds of some of these foods for observation purposes should be undertaken. This may lead to a discussion of a seed and what the seed contains. Several seeds may be placed between two damp pieces of blotting paper and left overnight to see how the seeds respond. Certain large seeds, pea, bean and squash, are better for observation purposes. Note the change in the seeds, especially the coat of the seed. Remove the coat to examine the young plant. Place the same kind of seeds in the soil and notice that the same changes take place in the seeds placed there as in those between the blotting papers. Small seeds may also be germinated between moist blotting papers. Call attention to the fact that each seed contains a plant and food for the plant. If a vegetable garden can be visited, members of the group will learn many things about the plants; the depth of seed-planting, the necessities of plant life, food, moisture, warmth, air, light, and the care we must give plants so they will be the greatest value to us.

We next plan a menu for each of the three daily meals. Here is an opportunity for the discussion of a balanced meal, the need for fresh fruits and vegetables. Boys and girls may cut out pictures of foods and they may present a menu in picture form if they wish.

THE study should include learning that one must always plant seeds to produce food plants. Perhaps some members of the group may have seen potatoes planted. Explain that potatoes are planted from cuttings of the tuber. Show boys and girls how the cuttings must be made to produce the potato crop. Call attention to the "eye." Boys and girls may plant some of the cuttings at school.

We visit a market to see vegetables that are for sale. Pupils may find out that certain vegetables are for sale in the spring of the year, while other vegetables are for sale during the fall. Other important facts include learning the kind of soil that is best for plants, when plants should be watered, and which may lead into a study of irrigation. Discussions involve the need of a mulch at certain seasons. The desirability of a mulch will be of interest to members of the group and the knowledge will lead to more successful home gardens. Harvesting and marketing of crops raised in the immediate vicinity should be discussed. The problems arising during harvest season are very interesting. In every locality there are interesting agricultural problems that arise at certain times in certain sections. Boys and girls should have the ability to recognize the kinds of vegetables grown nearby. They should understand why the location and soil are especially adapted for these vegetables. Studying a specific plant that furnishes food is the next step in this study.

The Corn Plant

GO IN A corn field to see the corn growing. Call attention to the way the corn hangs on the stalk, the height of the stalk, the corn tassels. Perhaps several ears may be opened for examination. Pupils may learn to select a ripe ear and an unripe ear.

Discuss the characteristics of a desirable corn plant. The best corn is average height. It does not greatly exceed or fall short of most of the plants in the cornfield. Plants must be vigorous in appearance and not slender. Plants should have no more than the usual amount of room to measure up to the standard. When plants have more than the usual amount of room there is not the normal competition for food; hence it is not fair to compare such plants with others.

Visit a cornfield to look over the stalks to determine which ears should be selected for seed. If this is not possible, perhaps stalks may be brought into the classroom for examination.

Find out the characteristics of a good ear of corn. Desirable ears are large, well-covered with husk, and are free from fungus-producing disease. Such ears should be fairly dry, a sign that the corn will mature before frost comes. Also, the ear should hang with the tip pointing downward so rain will not enter. It should be impressed upon boys and girls that scientists have found out that seeds tend to produce plants like the parent plant, the reason for careful selection of seeds for planting.

Learn what each corn seed contains. Each seed contains the embryo, the name given to the very small plant within the seed, a supply of food for the plant, protection for the plant and food. The seed coat protects the plant and the food from moisture, excessive drying, and injury from the outside. Boys and girls should examine kernels of corn so they may identify these three parts.

VISIT a corn field to see the corn tassels and the pollen. The pollen of the corn is a dry yellow powder produced in the tassels. The wind carries the pollen about and some of it falls upon the ovules of the corn cobs. Each ovule is contained in an ovary which has one of the long threads called "silk" attached to it. The pollen grains travel down the silk to the ovary and unite with the ovule. This is known as fertilization. The transfer of pollen from plant to plant is called pollination.

Compare pollination and fertilization of corn with pollination and fertilization

of flowers. In the fertilization of corn, the pollen must come from a different plant from the one which produces the ovule. This is called cross-fertilization. Some plants produce seeds when there is cross-fertilization, some require self-fertilization, and with some plants either method may take place.

Learn how to care for the seed corn. Ears of corn, selected for seed, should be hung up to dry thoroughly so they will not touch one another. Expert corn planters have a sort of wire frame in which the ears are carefully placed for drying. These frames are easily hung up and the ears of corn do not touch one another so the process of drying is not interrupted or retarded. When the corn is thoroughly dried, it is taken down and stored in a dry place. Farmers, who do not field-select their corn and carefully dry and store it, cannot expect good crops.

Test seed before it is planted. Sometimes ears of corn look all right, but the seeds will not germinate. This being the case, corn farmers test the quality of seed before planting time. One method, called "The Rag Doll Tester," is interesting. Boys and girls will delight in testing corn seed by this method which is very simple.

Rag Doll Tester

CHOOSE about a dozen ears of dry corn for seed and lay them side by side on the table. Take a strip of sheeting about three feet long and about eight inches wide and draw a line, lengthwise, through the middle with a heavy pencil. Then draw cross-lines at right angles, dividing the strip into sections about four inches by four inches. Number each section 1, 2, 3, 4, etc. Wet the strip thoroughly and stretch it out on the table. Take 6 kernels of corn from each ear as follows: from one side of the ear take one kernel from near the butt, one from the middle, and one from the tip; turn the ear over and remove three more kernels in the same manner. This makes 6 kernels in all from each ear.

Take the kernels from ear No. 1, and place them in square No. 1; the kernels from ear No. 2 and place them in square No. 2, etc. When all the kernels have been placed, roll the cloth up; the dampness of the cloth will keep the kernels from pushing out of place. Place a rubber band around the roll or tie it loosely with a string. Place in a pan of water and let it remain there for several hours. Any number of hours from 2 to 18 hours are allowed. Pour off the water and place the pan upside down over the roll leaving one edge of the pan slightly raised for ventilation. A pencil under one edge will permit enough air to enter. At the end of five days unroll the cloth and examine the kernels carefully. If all six kernels from each ear are not strongly germinated, the seeds from that ear should not be planted. At the conclusion of the experiment boys and girls should discuss the seriousness of proper seed-planting. Some of the seeds may be planted.

FIND out when corn should be planted. The Indians planted corn "when the leaves of the white oak were as large as a squirrel's ears." As no exact data can be given for the proper time for planting because the time varies with the seasons, boys and girls may discuss planting time with farmers nearby to find out if they have some way of determining when to plant, similar to the Indians' way. Perhaps in your own vicinity the growing period is so long that you do not have to be so careful about planting time. This is a good thing to find out.

Learn how corn is planted. Several methods of planting corn are commonly used:

1. Checking. Corn is placed in hills about three feet apart to form rows. The number of kernels put in a hill depends upon the fertility of the soil, the rainfall, and the variety of corn.

2. Drilling. The kernels are dropped, one at a time, every 12 or 14 inches in rows from three to four feet apart.

3. Listing. This method is employed in parts of Kansas and Nebraska. The lister is a double plow which makes a furrow 5 or 6 inches deep and the corn is planted at the bottom of the furrow.

Find out how corn raised nearby is cultivated. Cultivation should begin as soon as corn is large enough so the rows may be followed. The method of cultivation depends upon the condition of the land and the seasons. Boys and girls should find out about the depth and frequency of cultivation.

Discuss the uses of corn. The pupils should find out the various uses of corn. By inquiry and questioning the following uses should be understood:

1. Food for man; corn on the cob, canned corn, cornmeal, corn flour, corn syrup, corn starch, oil.

2. Food for animals; corn is especially good for fattening purposes. The corn crop is often made into silage.

LOOK UP the distribution of the corn crop in the United States.

Learn about the enemies of the corn plant, the corn-ear worm. This worm-insect pest often does considerable damage, especially to sweet-corn. The moth lays eggs on the silks of the corn and when the worm hatches it eats into the tops of the young ears. The worms drop to the ground when full-grown and form coverings around themselves that protect them until they are changed into moths. Those that fall to the ground at the end of the corn season live in the ground during the winter. Deep plowing destroys them.

List cereals and bring samples of various breakfast foods to class to test for starch. Authorities tell us that foods containing starch should be cooked slowly for a long time. Breakfast foods that do not need cooking have been cooked in the factories.

Test foods for acid, alkaline, and neutral reactions. Get a small amount of litmus paper. Litmus paper is blue when in the presence of acid. Stewed tomatoes may be tested. Then place the litmus in soda water. Test tomato again after a little soda has been added to them.

Visit fruit orchards to see:

Fruit on the trees. Call attention to the fact that buds on the trees develop into flowers, leaves and twigs. Boys and girls will be interested in knowing the part the blossoms play in producing the fruit. They should know the parts of the flower and should understand pollination. Members of the group should learn to recognize the various kinds of fruit trees commonly grown nearby, the kinds of places suited to each tree, and the time for harvesting the crop.

Mondahmin Gives Corn to the Chippewas. A Play

By M. JAGENDORF

Those Who Are in the Play

OLD CHIEF, who tells the legend.

YOUNG CHIEF, who is fearless and wise.

WHITE EARTH, his sister.

FIRST STRANGER, Usama, the Tobacco Plant, and some of his tribe.

SECOND STRANGER, Wapako, the Pumpkin Plant, and some of his tribe.

THIRD STRANGER, Eshkossim, the Melon Plant, and some of his tribe.

FOURTH STRANGER, Kokees, the Bean Plant, and some of his tribe.

FIFTH STRANGER, Mondahmin, the Yellow Corn.

INDIANS

Properties for This Play

A PEACE-PIPE.

You can buy one of the ordinary clay pipes and paint it with a nice design, or you can make it of paper and paint it.

A cornstalk made of paper.

Drum, rattle or rattles.

For this you can use tin cups or heavy paper containers such as are used for milk and cream.

Other properties suggesting an Indian village.

Bright rugs, blankets and Indian balls.

Costumes

All the costumes should be somewhat alike except for the difference in colors: A long shirt, with fringes made of paper or materials along the edges, painted or dyed to resemble the skin of an animal. A belt at the waist decorated with painted designs or with beads. Moccasins and leggings with colored fringes. If you have regular moccasins use them. Otherwise you can make them of cloth and paint them to resemble leather.

WHITE EARTH should have a grayish-colored skirt decorated with bright colored beads and shells. She also wears moccasins.

The OLD CHIEF'S shirt should be a bright red; the YOUNG CHIEF'S, blue; the FIRST STRANGER'S, green-brown; the SECOND STRANGER'S, orange; THIRD STRANGER'S, green and white striped; FOURTH STRANGER, a soft green; FIFTH STRANGER, a rich golden colored blanket, and he should be dressed in as much yellow as possible to represent the corn. You might have some ears of corn with green leaves trailing from the belt and moccasins.

It is best to make these costumes yourself using whatever material you happen to have. Of course you can change them at your pleasure. If you have Indian blankets that are used for hangings or couch coverings, use them in your play. If you have the time and the materials to make the costumes, you can keep them for parties or for other plays.

The Play

MANY *Indians are sitting around a fire outside of a tepee on one side of the stage. On the ground are bows and arrows and a drum and rattles. For a time there is silence. The* OLD CHIEF *rises. In his hand he holds a peace pipe.)*

OLD CHIEF: Young warriors and all present, listen well to this legend of the Pottawattomies. Two great spirits rule the world. One is the Good Spirit. The other, the Wicked Spirit, does only wicked things. The Good Spirit made the world and filled it full of men and women. He also gave them many fine gifts. The Wicked Spirit put evil thoughts in the people's minds and they forgot the Good Spirit and never thanked him for his gifts.

Once all tribes had plenty of food, for there were many deer, elk and buffalo and the rivers were full of fish. Fire was given to all, but no one gave thanks for these many good things. They forgot the Good Spirit, and the Bad Spirit was glad. He showed each tribe how to make war and how to rob other tribes.

The Good Spirit did not like to have men forget him. He lifted up the whole world and dropped it into a lake. All the people were drowned except one Young Chief who had kindness in his heart.

*(*YOUNG CHIEF *enters. He goes down toward the front and thanks the Good Spirit.)*

YOUNG CHIEF: O Good Spirit, we thank you for the life you have given the dead seed. We thank you for the rain, the sunshine and the evening moon. Give us a fruitful season, Good Spirit, that our crops may be plentiful. Hear us today. *(He sits down.)*

OLD CHIEF: A sister was then given to him. *(*WHITE EARTH *enters. She is a lovely Indian girl and wears a gray leather dress, decorated with many blue beads. She sits down next to him.)* For his wigwam was empty and he was alone. He called his sister, White Earth.

YOUNG CHIEF: Sister White Earth, I had a strange dream.

WHITE EARTH: Brother, tell me your strange dream.

YOUNG CHIEF: I dreamed that five strangers came to see you, Sister White Earth.

WHITE EARTH: They came to see me? All at the same time?

YOUNG CHIEF: They came to see you, but not all at the same time. They came one after the other. But before they came, the Good Spirit whispered something to me. He said that you must neither see nor speak to any one of the first four, only to the fifth. After you have spoken to him you may also speak to the others.

WHITE EARTH: And why not, good brother?

YOUNG CHIEF: If you obey the Good Spirit and do not see them, they will give you great gifts. Gifts greater than you can ask.

WHITE EARTH: I shall obey, brother.

YOUNG CHIEF: You must not be afraid if you see strange things happen to them. Even then do not look at them or speak to them.

WHITE EARTH: I shall remember.

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Art In Childhood

Activities for October

ORA STRANGE KILBORN

Former Supervisor of Art, East Orange, New Jersey

THE observance of the discovery of America or planning for a schoolroom Hallowe'en party suggests a wealth of worthwhile art activities for the month of October. The younger children have no interest in why we celebrate Columbus Day, but October thirty-first always suggests witches, black cats, jack-o'-lanterns, fun and frolic.

Whenever a class invites another class to be their guests on that day there is intense interest in planning for the party and everybody is busy with colored paper, crayons, scissors, paste, brushes and paint. The children usually suggest so many activities that the teacher has to help them select the most suitable.

The illustrations showing cut-paper decorations for a party invitation and place cards are given as suggestions for creative expression. If the teacher demonstrates and then dictates the cutting of a simple tree shape before the children attempt any individual expression, the finished productions will show almost as many interesting variations as there are children in the class.

Plain newspaper is very satisfactory for preliminary cuttings. The paper may be turned in any direction the child finds convenient, but all cuts should be started from an outside edge and made in the numerical order designated. When the child has produced a decorative tree that seems satisfactory to him he can make a similar cutting of proper size to fill the space it is to occupy. This cutting may be placed on colored paper and drawn around. After some practice in cutting trees as suggested for the place cards children will be able to produce such ornate forms as are shown on the party invitation.

Manila paper six and a half inches long is needed for this invitation. A strip of orange paper, three-quarters of an inch wide, should be pasted along one edge and the opposite edge cut in half-inch scallops. The folded invitation shows a half-inch border of orange paper beyond the scalloped edge.

The Grade III invitation gives ample opportunity for individual expression. The body of this weird animal is made by drawing around a five-cent piece. A line around a dime makes the head and the end of a lead pencil helps make the feet and tip of the tail. Added lines for neck, feet and tail complete this grotesque Hallowe'en cat.

The nut basket developed from a five-inch circle can be easily made by young children. A narrow piece of paper long enough to extend to the bottom of the basket forms the handle. When made from a large circle the sides of the basket may be decorated with black cats.

A WINDOW transparency cut from heavy black paper may be made an excellent activity. The following plan, calling for the co-operation of every member of the class, has been followed with excellent results.

During a class conference the children decided to work in five groups and to allow everyone to choose the group in which he wished to work. After the group of children responsible for making the witch had sketched one again and again until everyone thought he had done his best, the group selected the witch they considered most suitable for the transparency. Whenever they could not make a unanimous decision, which seldom happened, they called upon a group of children from another room to make a choice.

The children frequently consulted with each other and asked the teacher for help whenever they felt the need of her assistance. Some of the group made free-hand cuttings. Others preferred to draw and cut around their drawing.

The group who cut the trees decided upon the necessary height and where the branches should start away from the trunk. The group responsible for the flowers cut many imaginative flowers, not like any real flowers, and selected the most pleasing. The children who cut the leaves consulted with the flower group before they started their work so that the leaves and flowers would look as if they grew together.

Two groups of slower children made their contribution by cutting strips for the frame of the transparency and the ring for the moon. The moon was made by tracing around the outside and inside of a stiff paper circle and cutting on the lines.

This transparency as illustrated may

(Continued on page 51)

Hektograph Work Sheets Suggestions

Pages 25, 26, 35, 36 are printed in hektograph ink for reproduction on any gelatine duplicator.

We would impress upon our readers not to remove the work-sheet pages for hektographing. Fold the magazine backward with the covers together, and the hektograph design page flat open. Cover upper page with white paper to prevent smudging. Place the design print on your hektograph gelatine and apply the pressure through the folded magazine pages. This will give you a perfect impression on the gelatine, and your magazine will be intact. Allow the sheet which has just been transferred to dry thoroughly before transferring the design on the back of the same sheet. This will prevent offsetting on your other magazine pages.

The number and subject-matter variety of our hektograph work-sheets make them of great value for the busy primary-grade teacher.

They correlate with beginning reading and with number work. They offer suggestions for chart and blackboard teaching. If copies are made on paper suitable for taking crayons or water colors, there is possible a truly interesting integration of art teaching with reading and arithmetic. And the timely interests of each month's hektograph pages as we tie them up with seasonal subjects suggests that they be used as booklets, bound in decorative covers.

A VISIT TO THE MARKET

Good morning, Mr. Jack.
We have come to visit you.
We want to buy something.
May we look around?
See the bright red apples.

See the purple grapes
See the red tomatoes.
See the yellow pears and peaches.

What a big yellow pumpkin!
We shall buy it.
We shall take it to school.
We want to surprise the boys and girls.

Do you know what we shall make?
Yes, a Jack-o-Lantern.
He shall have a funny face.
He will make the boys and girls laugh.

COLOR THE PICTURES

COLOR THE PICTURE

Here are the vegetables.
What a big cabbage head!
See the green peppers.
See the baskets of potatoes.

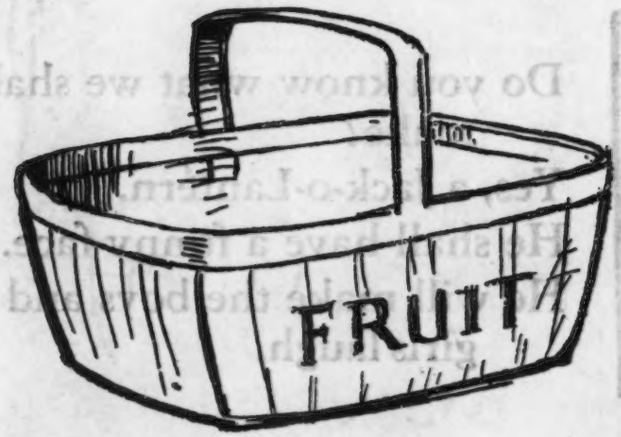
Here comes the big truck
It is bringing more things
to the market.
The truck is full of melons.
We like to come to the market.

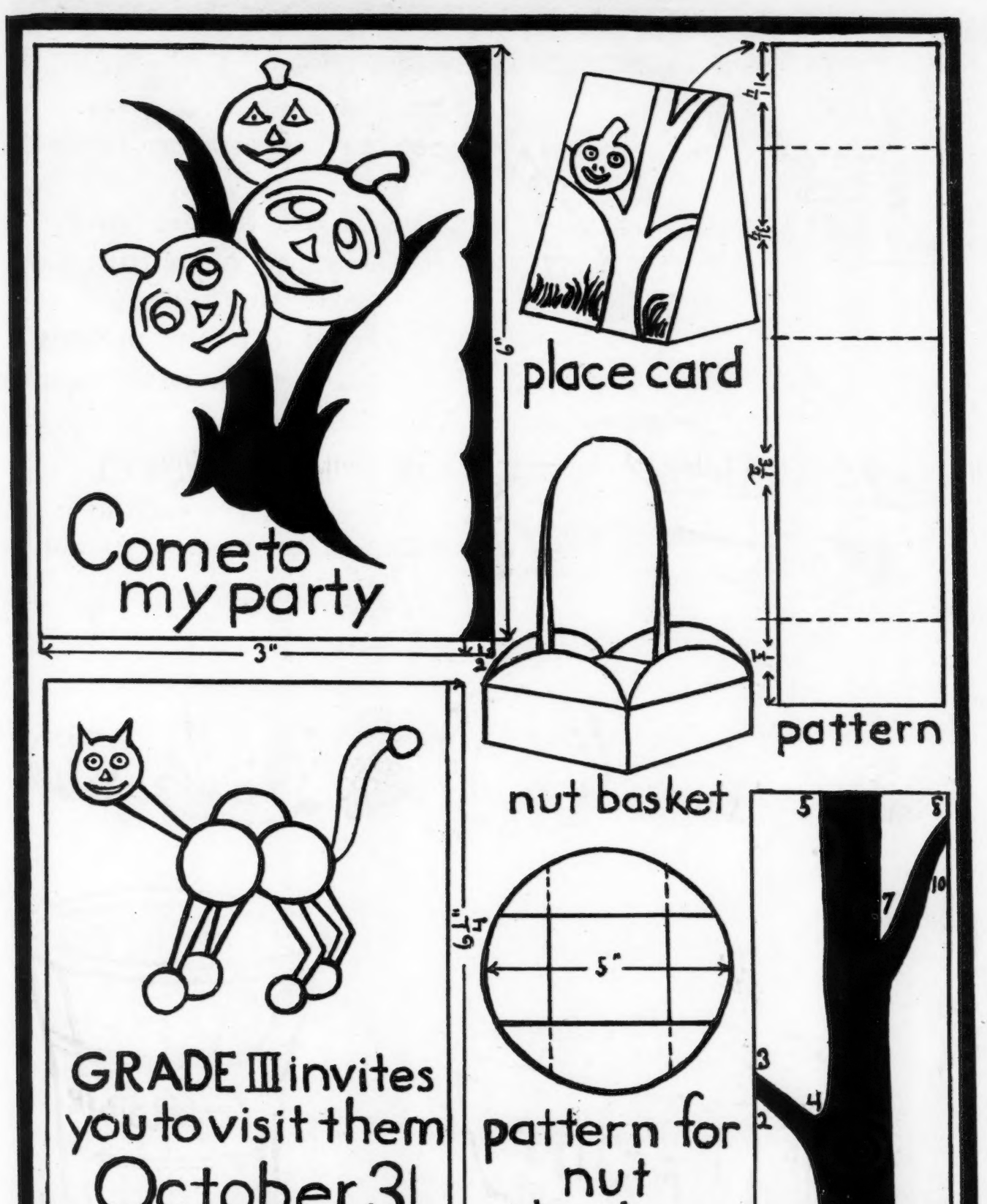
COLOR THE PICTURE

WORK SHEET

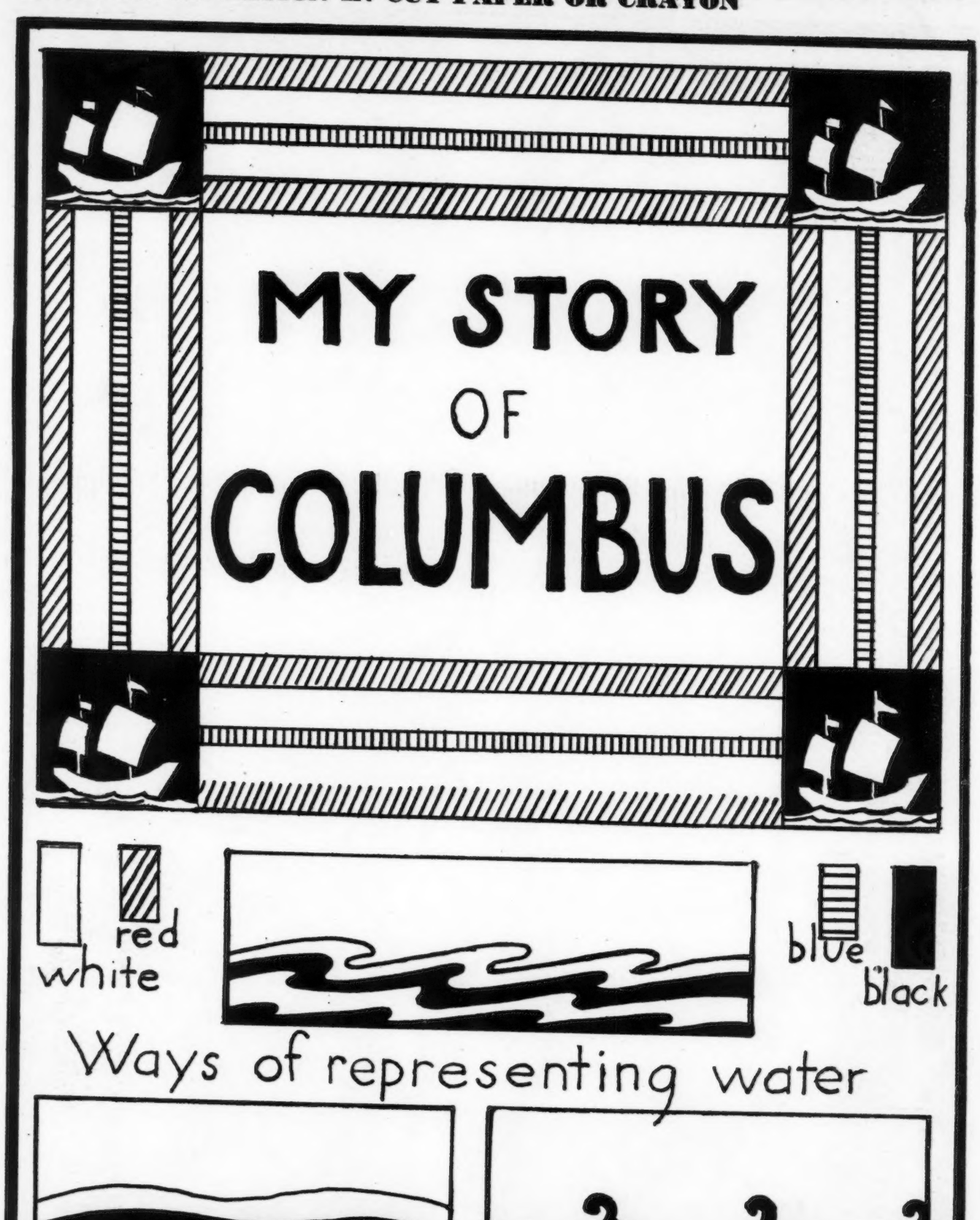
COLOR THE PICTURE

1. Draw a line from each fruit to its basket.
2. Draw a line from each vegetable to its basket.




Come to my party
3"
6"
place card
pattern
nut basket
GRADE III invites you to visit them October 31
5¼"
6¼"
5"
pattern for nut basket
1
2
3
4
5
7
8
9
10
Ora Strange Kilborn

window
transparency
Suggestions
for schoolroom
decorations
Ora Strange Kilborn


MY STORY
OF
COLUMBUS
red
white
blue
black
Ways of representing water
Org Strange Kilborn

The sky is a soft de
the grass are brown; the
the ground and the lid
orange.

The girl has light-
with a deep blue collar
are tan and her apron

The boy wears a w
and tie, tan shoes and b
scheme gives predomina
touches of blue and wh

s a soft deep yellow; the tree trunk and
brown; the leaves, red. The pumpkins on
nd the lid held by the girl are a bright

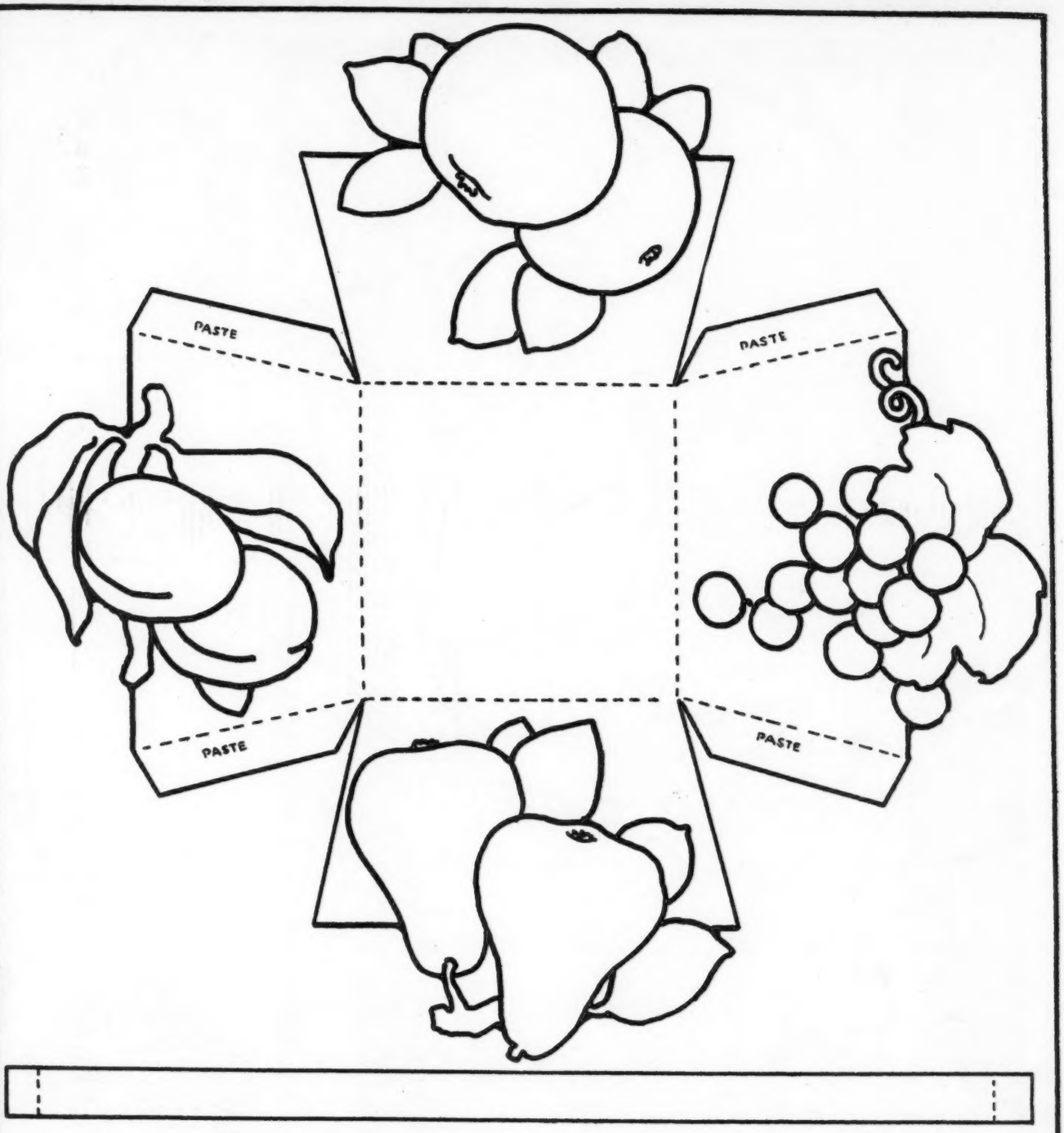
has light-brown hair; her dress is blue
lue collar and socks to match; her shoes
her apron white.

wears a white shirt, deep blue trousers
hoes and belt, and blue socks. This color
predominance to the autumn colors, with
lue and white for contrast.

OCTOBER OUTLINE DESIGN TO COLOR

From, Playtime Outline Designs, McLoughlin Brothers, Inc., Springfield, Mass.

A BASKET FOR OCTOBER FRUITS



FRUIT BASKET

Color design in crayons or paints.
Cut outside lines. Fold dotted lines.
Paste sides together. Add handle.

Copyright, Something to Do for Every Day. Louise D. Tessin, McLoughlin Brothers, Inc., Springfield, Mass.

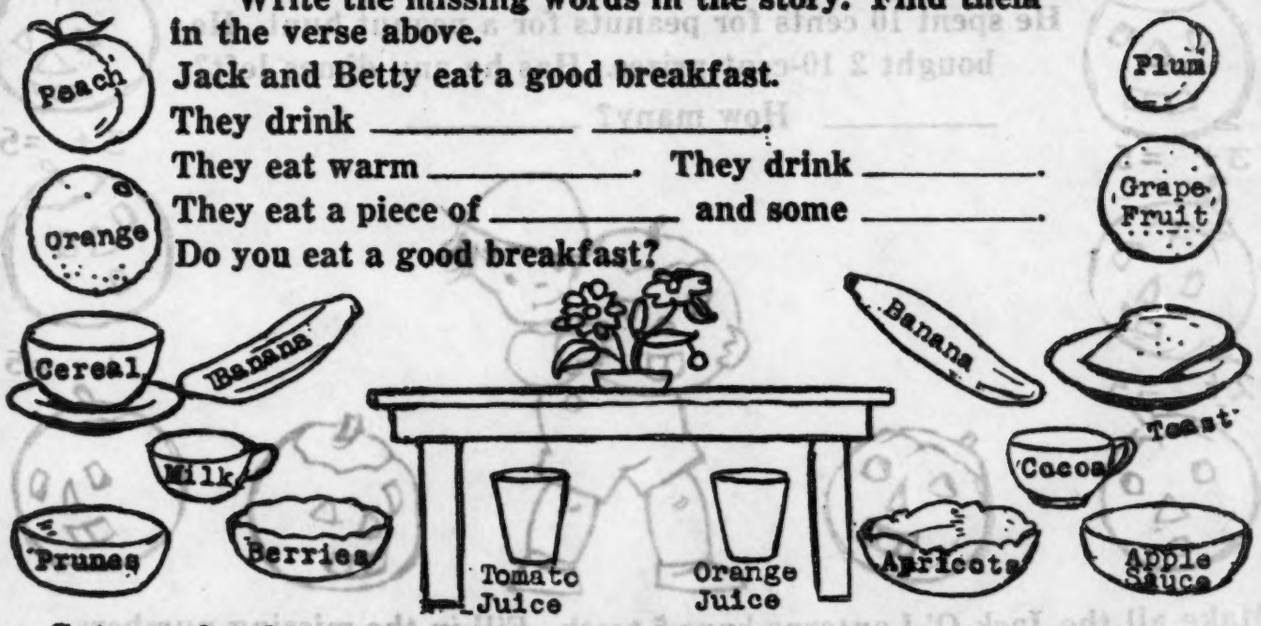
OCTOBER 1936

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

If you'd be strong and healthy, too,
And happy all the long day through,
A good warm breakfast you must eat,
Not ever coffee, cakes or meat.
But cereal that's steaming hot,
And orange juice, oh, quite a lot,
Cocoa and milk are good for you,
A piece of toast and some fruit, too.

Write the missing words in the story. Find them in the verse above.

Jack and Betty eat a good breakfast.
They drink _____ _____.
They eat warm _____. They drink _____.
They eat a piece of _____ and some _____.
Do you eat a good breakfast?



Cut out the things you like for breakfast. Put them on the table.

1+ =5

Jack is going to have a Hallowe'en party. He asked 5 boys and 4 girls to come to his party.

How many children will there be at the party? _____

Jack had 10 dimes. He bought 10 penny masks. How many dimes has he left now? _____

He bought a pumpkin for each child so everyone could make his own Jack-O'-Lantern. The pumpkins were 5 cents each. How many dimes did the pumpkins cost? _____

How many dimes has he left now? _____

He spent 10 cents for peanuts for a peanut hunt. He bought 2 10-cent prizes. Has he any dimes left? _____ How many? _____

3+ =5

2+ =5

1+ =5

3+ =5

3+ =5

2+ =5

1+ =5

Make all the Jack-O'-Lanterns have 5 teeth. Fill in the missing numbers.

Tested Schoolroom Helps

Apples to Compositions

I HAD a third grade in a small town whose school ranked among the best in our country. One day in the fall, about the time of harvesting apples, I suggested the idea of making some apple jelly and apple butter. All were eager for it. Among ourselves we agreed that several of the children should bring apples, others sugar, some knives, some pans and colanders, one boy a small oil stove and so on. This was to be our language lesson. We would write compositions on making apple jelly and apple butter but, before we could write about it, we had to learn how it was done.

The day came when an interested company of boys and girls were assembled, each one bringing the things to work with. All the other grades in the building knew that something unusual was going on in our room.

We had two divisions in the room, the A and B classes. We used the language period of both classes for the work and a little of the afternoon besides, because we were to get more than a language lesson out of this. Of course we made just a small quantity of jelly and butter, so we had plenty of time. Some of the children peeled the apples and some cut them in quarters. The fruit was put on to cook by another group. One lighted the stove and several took turns in straining the juice and running the cooked fruit through the colander. Thus the work was divided among us, each child doing something, until we had several small glasses of jelly and butter.

The next day in language classes we told what we had done and how we did it. One class took "apple jelly," the other "apple butter" as topics. After a good talk about it, we began to develop compositions according to a question-outline plan, introduced by our superintendent. This occupied us for several days.

So that the children would be able to spell all the words, I made a list of those which I found they did not know how to spell, as we progressed with the composition work. These words we had for our daily spelling lessons. We also had a couple of drawing lessons, which consisted of painting apples and apple blossoms in water colors. As a result, for several days four of our lessons were motivated by this one subject.

We all enjoyed the work. The knowledge gained could be applied at home. And we were very proud of the little glasses of jelly and butter which we stored in our closet until Parents' Day, when they were brought out to display with other specimens of our work accomplished during the year.

JULIETTE FRAZIER, Cornelius, Ore.

October Nature Study

AN appreciation of nature is essential to the well-rounded education of children. To interest little children entering school in the growing things about them, is indeed a joy to the kindergartener as well as the first-grade teacher.

Early in October when the leaves are beginning to turn, we take a walk to the park near our school. We have prepared the children for what they are to see by talking about what Jack Frost has been doing to the leaves. To the average young child a tree is just a tree. Trees do not stand out individually in his own mind. He must be told that trees have names and belong to families just as boys and girls do.

At the entrance to the park, we stop to admire a large tree. It is a maple tree. Yonder is another tree. Its leaves look slightly different, but it is also a maple tree. We continue to stroll through the park and endeavor to find all of the trees belonging to the maple family. Then we sit down under one of the beautiful maples and listen to the story of "The Anxious Leaf." After gathering some of the maple seeds and leaves, we return to school.

Now the children have their first lesson in the preservation of leaves. We press the leaves in discarded magazines or dip them in paraffin, so that they may be used in a game later.

The next time we go to the park, we look for oak trees. The brightly colored red ones and the somber brown ones. Some of these leaves have rounded fingers, and some sharp pointed ones. There are many trees in the oak family. We gather some of the leaves and also the acorns, while we watch the squirrels hiding the acorns in the hollow of some tree or burying them in the ground for winter use.

Since too much information at one time is confusing to young children, we study the trees gradually, but before the trees are bare of leaves, we have quite a collection of leaves and seeds and nuts. Among these are maples, oaks, sycamores, lindens, elms, and jinco leaves, which look like little yellow fans. The scarlet sassafras leaves which differ so in form, some resembling the mittens which boys and girls wear in winter, are of interest.

On our last trip to the park, each child returns to school with his favorite leaf which he presses. Later in the week, a blue print is made of each leaf. This is a very simple process and one which the child enjoys, because it is his first experience in photography. He puts his leaf on a seven-inch square board, upon which a piece of blue-print paper has been previously placed. Then he places a seven-inch square of glass upon the leaf and after exposing it to the sunlight for the few seconds, the blue print is ready to be dipped into a basin of water and then dried between the folds of a newspaper. After it is dry, it may be mounted on gray cardboard.

Our leaf game helps the children to remember the different kinds of leaves until they again appear in the spring. The game is played as follows: We form a large circle and scatter the pressed leaves on the inside of the circle. John is asked if he would like to take a walk in the woods and find two sycamore leaves. Mary may find oak leaves, and so on, until each child has returned to the circle holding a leaf in each hand. We then sing, "Come, Little Leaves." When we repeat the words, "Down they came fluttering one and all," the leaves flutter to the ground. We vary this game sometimes, by using the seeds and nuts.

BERTHA WEIFFENBACH, Dayton, Ohio

The Second-Grade Library

HOW often, in your experience and mine, have we been content to allow our classroom-home to welcome its new inhabitants in the fall with a somewhat barren coldness? True, the room is

NOTE: *Contributions for this Department are always welcome. The everyday classroom help which they represent has proved helpful and popular.*

We want to hear from you, our individual reader, telling how you solved a teaching problem, how you are expressing new ideas in developing the regular subjects of the course of study.

Manuscripts should be typed, under five hundred words; if seasonal, submitted three months in advance. Send your ideas, enclosing a self-addressed stamped envelope to AMERICAN CHILDHOOD, *Editorial, Milton Bradley Company, 111 Eighth Avenue, New York City.*

freshly scrubbed and painted and we somehow manage to put up curtains and hang the pictures on their accustomed hooks, but eager eyes will not linger long on these familiar details. I refer to any classroom which lacks "leads" to thought-stimulation. The second-grade children who enter your room this term are on the brink of an amazing reading experience. In this grade the desire of even the most average pupil for books is almost insatiable. You are going to want to see progress by leaps and bounds but it is my sincere belief that the pupils should see this progress too. I have tried many kinds of progress charts but never, until now, have I found a type which possessed a charm of its own or added to the warmth of the environment.

I am indebted to the cover of Maud Lindsay's charming book, *The Storyland Tree,* for suggesting the idea which I have found so useful. I think it would be splendid for the first term of school when illustrated booklets, posters, and stories have not yet found their way to the bulletin boards. Let the pupils find something interesting in the classroom even before their pencils, crayons, paper, and tools of this kind are at hand for building other lines of thought.

The book cover to which I refer bears the picture of a tree from which books are falling into the waiting arms of happy children on the ground. I reproduced this tree with simple, inexpensive materials. It stood about a foot higher than the blackboard. A few strips of scrap lumber were nailed to form a framework to which the finished paper tree was thumb-tacked, the whole being easily movable from place to place in the room. The foliage required about six yards of ordinary tan wrapping paper painted green. The trunk was necessarily of stronger material such as tag board or cardboard and may be either covered with brown paper or painted brown. At this point it became a Storyland Tree, one on which only storybooks would grow.

This step required a few sheets of poster paper in the three primary colors, red, blue and yellow. From these, a small folder 3″x 5″ was fashioned into a book for each individual in the room. When pasted on the tree the inside of the folded book contained a star for each library book which was read and recorded in a library notebook. I allowed each child to paste his own book on the tree. The tree caught and held the children's interest from that day to the very end of the year and the library notebooks were a tangible record to take home when the tree had to be left behind. At our yearly "open house," groups of parents gathered about the tree, whereas my graphs of other tool subjects were somehow passed by. I recommend it particularly for the second grade, because a reading vocabulary should receive its greatest impetus at this age level.

RUTH H. WAGNER,
Whitefish Bay, Wis.

Time-Saving Device

WE originated a plan in the primary department of my school for taking care of the tools that the children work with.

Cut-sugar boxes had been saved during the summer. The top and bottom of each being the same size, made two boxes for materials. These we covered with attractive wall paper, cut from sample books given by the wall-paper stores. In each box was placed a pencil, pencil eraser, eight colored crayons, a pair of scissors, a small jar of paste and a paste brush. The jars for the paste were collected from the children, or from friends. They were discarded cold cream jars with screw tops. These worked very well.

This plan eliminated the necessity of passing materials and they were in a convenient place when the children needed them. It also did away with confusion, and the children handled only their own materials.

These sugar boxes are deep and materials do not fall out easily. The extra paper that the children cover them with makes them sturdy and they last well.

LUCIA BOWER BARNES,
New Haven, Conn.

Better-English Games

BAD SPEECH habits are too difficult to overcome in formal English lessons. By playing games containing conversation which corrects common errors, English may be learned pleasantly.

POSSESSION

Aim: *Does not* instead of *don't.*

While one child closes his eyes, another is selected to place some personal object on the right side of the teacher's desk. When he has resumed his seat, the first child comes to the left side of the teacher's desk and examines the article. He is permitted three guesses using the following question: "Does this pen belong to you, Fred?" The answer always contains the word "does." "No, it does not (or doesn't) belong to me." If the child should guess the name of the owner, the answer would be, "Yes, it does belong to me." He is "safe" until he has his possession. Then he tries to reach his seat without being tagged by the other child, who has another turn at guessing if successful. If he fails, he takes his seat and the owner of the article closes his eyes. Another is chosen to place his object on the right side of the teacher's desk and the game continues as before.

PLAYING STORE

Aim: *"I haven't any"* instead of *"ain't got none."*

Each child is given a slip of paper on which he writes the name of the product he wishes to sell. One is chosen to be the storekeeper. He gives his paper to the teacher and writes or prints the name of his store on the blackboard. He is then ready for business and says to his first customer, "What do you wish?" The child asks for an article which might be for sale in that store, as: "I want a dozen oranges." or "Have you any squash?" He answers by saying, "No, I haven't any squash," until the customer asks for the article mentioned on the paper. When that happens, he replies, "Yes, I have carrots," and takes his seat. The last customer then comes to the front of the room, gives his paper to the teacher and becomes the storekeeper. Children using the words "got," "ain't" or the double negative are put out of the game.

GUESSING FISTS

Aim: *"To whom"* and *"gave"* instead of *"who"* and *"give."*

One child goes out of the room. Another, standing at the front, gives a small eraser to a child sitting down. All in that row place their fists on desks. The child outside is recalled and the following conversation takes place: "To whom did you give the eraser?" "I gave it to a boy in the third row." The newcomer studies the fists of those children and decides, "You gave it to Robert." He goes out of the room for another turn if he guesses correctly. If not, the child who has the eraser comes to the front and the child who had been at the front goes out of the room. The eraser is given to another and the child outside is recalled to "guess fists."

The correct pronunciation of "the" before a word beginning with a vowel as *eraser* may also be stressed.

PANTOMIME

Aim: *"Am not"* instead of *"ain't."*

A child comes to the front of the room and acts in pantomime the profession or trade of his choice. When he finishes, he calls upon children who guess, "Are you a doctor?" He answers, "No, I am not a doctor," and the questions and answers continue until someone guesses correctly. He then becomes the actor and the children try to guess his profession.

The tendency in this game is to merely answer, "No." This, obviously, defeats the purpose and the actor must be reminded to answer in full.

(Continued on page 51)

For the Children's Hour

The Run-Away Jack-o'-Lantern

By ALICE DU BOIS

ONCE upon a time a funny Jack-o'-lantern ran away.

"Just watch me scare everybody," he laughed. "Ho-hi-ho! Look out for me!" and he rolled merrily along.

Soon he met a little yellow chick. "Peep, peep, peep," cried the chicken, and she ran to her mother as fast as her little legs could take her.

"Cluck, cluck. What is the matter?" asked Mother Hen.

"Matter enough!" cried the small chick. "As I was running across the road I almost bumped into a terrible creature. He had a head like a big moon and a huge mouth with great teeth. Fire was in his eyes, and I know he was about to eat me up. Oh, I am so scared!"

"Cluck, cluck. Never mind, my dear. Just come close to Mother and go to sleep. You'd better stay out of the road until you are older," said the hen, and she covered the frightened chick with her soft wings and crooned a sleepy-time song to him.

"Ha! ha! ha! Ho! ho! ho!" laughed Jack-o'-lantern. "How that baby chick did run!"

By-and-by he met a fat little brown puppy.

"Bow! wow! Bow-wow-wow!" barked the puppy. But Jack-o'-lantern rolled up closer and closer to him. His grin grew wider and wider. His large teeth looked larger and sharper.

Soon the poor puppy could not make another sound. He could only put his fluffy tail between his short legs and run home to his mother.

"Too bad! Too bad!" she comforted him. "But you must learn to be more brave. You may meet worse things than that in life."

"Ha! ha! ha! Ho! ho! ho!" laughed Jack-o'-lantern. "How I did scare that funny little pup!"

Then he rolled merrily along until he met a tiny black kitten. The poor kitten was so frightened when she saw him that she could not even 'mew'! Her back went up and her tail grew large and bushy. Then she turned and ran to her mother as fast as she could go.

"I'll just see about this," said the mother cat. "You stay close to the house when I am gone. I'd like to see the strange creature who is trying to scare our babies."

"Ha! ha! ha! Ho! ho! ho!" laughed Mr. Jack-o'-lantern. "How I did scare that kitten." But just then he came face to face with a large, cross, black, Hallowe'en cat. Her fur stood out all over and her shiny green and yellow eyes stared right into Jack-o-lantern's orange-red eyes.

"S-s-s-f-f-f-!" she sputtered angrily, scratching at him with her sharp claws. And there is no telling what might have happened to Jack-o'-lantern, but he knew what was best for himself. He turned straight around and rolled back home as fast as he possibly could.

Home-Wind

By SARA SLOANE McCARTY

JOE liked the wind. He liked to lie in his bed at night and listen to the wind squealing and whooping in the trees outside. It sounded like glorious fun. He wished that he might go out into the night and shout and race with the wind.

In the daytime Joe liked to run in the wind and feel the breeze ruffling his hair. He liked the way the cold winds made his cheeks tingle.

Joe had a book about the wind. It told him how the wind carried the tufted seed babies far away and dropped them into the ground to grow. It told him about old cities buried in the sand by the wind to be uncovered after many years by later winds.

"How wonderfully strong the wind must be," thought Joe.

The book showed how the wind turned windmills to pump water, how the birds made use of the wind in flying, and how men sailed in gliders on the wind just as the birds do.

"How useful the wind can be," thought Joe.

He decided to make a scrapbook about the wind. He began with pictures of the seed babies, and then he looked for pictures of trees bent into odd shapes by the wind. There were pictures of sand dunes by the sea and sand dunes on the desert, too. Next he planned to put in pictures of hawks sailing and of gliders in the wind.

One night Father said, "Tomorrow, Joe and I will rake the leaves from the yard."

But when they awoke next morning, they discovered that the wind had been busy all night sweeping the leaves away.

"Hurray!" cried Joe. "The wind has blown our troubles away."

"Good!" said Father. "Now I can mend the garage."

"And I can work on my scrapbook," smiled Joe.

He cut out his pictures on the back porch. There were a great many scraps to pick up. They stuck in the cracks and hid under the door mat.

"What a lot of trouble," Joe said.

Joe's father had been planing a board. The shavings made curly yellow piles on the driveway.

"I must sweep them all up," said Father. "What a lot of trouble."

Brother John was weeding the garden. The pile of weeds grew higher and higher around him.

"I must carry them all to the back of the lot," said John. "What a lot of trouble."

"We need another wind," Joe chuckled to himself, "a home wind to blow our troubles away."

By and by Father and John went into the house for awhile. A sudden idea came to Joe.

"Why not pretend that I am the wind?" thought Joe. "Won't they be surprised to find all their troubles blown away?"

He began with his own paper scraps, piling them into an empty box. Then with broom and pan he swept up every shaving and put them all into the box. The weeds were carried to the pile of drying weeds near the back fence.

When Father and John came outside, they exclaimed in surprise.

"Where are the shavings?" asked Father.

"And the weeds!" cried John.

"It must have been the wind," Joe said, trying to keep the laughter out of his voice.

"It's very queer," puzzled Father. "I did not hear the wind." Then he began to laugh. "I think this must be a very special kind of wind!" He put his hand on Joe's shoulder.

"A very useful wind," John agreed.

"It's fun to be the wind," Joe said. "North, south, east, west wind, and the home wind! I believe I'll go into the house and see if Mother needs any helpful breezes."

When Pretty Fish Lost His Charm

A Geography Story

By ERNESTINE and FLORENCE HORVATH

THERE was once a black-eyed Egyptian lad, called Pretty Fish. That was not his real name, but a pet one given to him by his parents.

Pretty Fish was very happy with his parents. He liked the home in which they lived, with its garden, its rooms furnished with gay painted furniture and bright grass mattings on the floor.

One day Pretty Fish was called out to the garden where there were fruit trees, a pool, and some tame animals. The boy was told that he might stay up for his father's feast-party that night. He was so excited that he raced all around the garden pool, and then ran indoors to get dressed for the great event.

One of the many house servants brought water for a bath for Pretty Fish. Cold water was poured over the boy, as he stood in the tiled bathroom of his home. Pretty Fish liked his cold water bath! Then the lad was dressed in clean garments. He did not need to wear many clothes in warm Egypt. But, besides a linen kilt, a belt with a tab, and jewels, there was one thing he had to wear. That was a charm or amulet, which was supposed to keep him safe from harm, and which he wore on a string around his neck. After the bath, when Little Pretty Fish looked for his amulet, he could not find it. It was missing! He ran to tell his mother.

His mother was distressed when she heard that her son's amulet was lost. She hurried to tell his father. The father ordered all the servants to search for the amulet. During the excitement Little Pretty Fish, himself, stole out alone to look for it!

First he went to the garden. Nowhere could he see a blue charm, hung on a string. On the garden pool floated the little bright boat in which Pretty Fish and his parents sometimes took short sails, up and down the pool. There was an eye painted on the boat, and it seemed to frown, as if it knew that Pretty Fish were going off alone.

There was a noise close-by. All the garden pets hurried up to Pretty Fish. The dog and cat, the gay monkey and the gazelle who lived in the garden came to him and seemed to beg him to turn back. But he would not. He hurried right through the portal in the wall.

ON, ON to the busy market ran Pretty Fish. There he saw a potter working over the stone vase which he was modeling. A fisherman, carrying a basket of fish, nearly bumped into the small boy. The fisherman wore a curly wig on his head, to keep him cool while he fished in the sun. And a barber, shaving a man's head, looked at the boy curiously. Pretty Fish had his head shaved, too, for that was the custom. Pretty Fish was a little frightened, for he had never been in the market place alone, before.

Straight to the Nile River the lad went. Perhaps the wise old river would tell him where to look for his amulet, he thought. Creak, splash! That was the noise of a beautiful boat sailing on the river. In the brightly-covered cabin of the boat sat the Pharoah, or King!

Pretty Fish bent low in respect to the Pharoah. But hardly had the boat passed, its sail shining and its painted eye, so boatmen said, showing it where to go, when a crocodile lifted its head!

Pretty Fish jumped! The big mouth opened! The sacred crocodile wanted something to eat, but Pretty Fish ran away.

Just how he ran so far he never knew, but suddenly he found himself in a country field. He saw a man with a palette, colored inks and reed brushes, writing busily. Pretty Fish knew this man must be a scribe, or writing man. He must be counting bags of barley or wheat and recording them on parchment. That was right! There before him, Pretty Fish saw people bearing bags, containing the crops from their fields of grain. Then the small boy became sad. He was sure he had not lost his amulet here, because he had never before been out in the country alone.

As tears were gathering in his black eyes, a poor lad came along. Pretty Fish knew that he must be very poor, for his head was not shaved. The poor boy waved his hand and pointed, indicating that Pretty Fish should look at his belt. There, hanging from the side of Pretty Fish's belt, was the amulet. It had slipped there.

So the amulet had not really been lost at all. Now, however, Pretty Fish himself was lost!

His parents, at home, wept. They went to the Pharoah for whom the father worked, for aid. At once the Pharoah ordered his soldiers out to search for Pretty Fish. While soldiers hunted for him, Pretty Fish wandered farther and farther away. It grew dark. Hungry animals would soon be abroad. Into a big building, whose walls were decorated with bright pictures, the boy crept. It was a temple, very still and dim.

All at once, there was the sound of feet. Was it wild animals? No, it was the driver of the Pharoah's chariot. He had come to look for Pretty Fish, and had found him!

THE proudest boy in Egypt that evening was little Pretty Fish, as he rode home in the Pharoah's own chariot! How delighted everyone was when the lad arrived home, with his amulet! The feast-party became a thanksgiving. Guests arrived, and each received a necklace of papyrus flowers. On the head of each, a piece of perfumed fat was placed. That was all stylish and proper. Pretty Fish ate, listened to the music and watched the busy slaves carry refreshments about. He wore a big smile, and about his neck he wore his amulet!

The next morning, it all seemed like a dream. In bed, Pretty Fish thought of the party, of the amulet, and of his adventure when he awoke. Then Pretty Fish thought of the poor boy he had met. He wanted to reward the lad who had helped him find the lost charm. He sent a servant with gifts; a ball of leather and a wooden gazelle for the boy, a rattle for his baby brother, a doll with beads for hair for the boy's sister, and a bead necklace for his mother.

Then Pretty Fish was glad. He decided to be good to the poor, even when he grew to be a busy man in the Pharoah's employ. Soon he would go to school. He would write on a wax tablet, read and add. Hop! Little Pretty Fish was out of bed, Another sunny, gay, interesting day was ahead. But he would not lose his amulet again.

Big Bear and the Honey Well

By FRANCES MARGARET FOX

A WELL OF HONEY! How delightful, but how impossible! Yet an old story tells us that there were deep wells of honey left by wild bees in the hollow trees of Russian forests. It seems that there were so many honey wells to be found in the south of Russia that men earned a living scooping up the honey and gathering beeswax to sell.

One day a Russian country man went into the forest to fill some jars with honey. He had promised his children that they should have some fresh honey to eat on their pancakes that night. He was so happy thinking about his children and their honey that he went whistling and singing through the forest.

At last he found a hollow tree in which he believed there was a good store

(Continued on page 52)

The Editor's Page

ANNUALLY in the month of November, the schools celebrate American Education Week. This is the time for making preparation for an occasion which, more than any other of our many national "weeks," has timely implications. So well has our great schools organization, The National Education Association, planned for American Education Week that newspaper publicity, pamphlets for home and community circulation and display posters are to be had for the asking through that Association; but the root of the idea still lies within the classroom. Any amount of printed propaganda about the schools suffers from a lack of vitality unless it is energized by the teacher herself. And each American Education Week has a different slogan. This year the message is "The Schools at Work." Here is a magnificent opportunity for making it a more fruitful occasion in home and school co-operation than ever before.

This page has expressed many times the belief that all human problems come about through a lack of mutual understanding; through ignorance of causes and determining forces. We are putting that theory to work in the classroom now. No longer is the "different" child blamed; we are endeavoring through every known means of diagnosis, physical and mental, to discover who he is and how we can make the most of his native ability. But this broader outlook is not taking us all the way. The school child is a product of his home, his parents, his out-of-school environment. Until we bring all these forces together in understanding; until we demonstrate, if not every day, at least during American Education Week, what is done in his school and why, we shall have fallen short of fulfilling the privileges of teaching.

IT MAY BE SAID with a fair degree of assurance that public support of the schools would not have suffered so deeply as it did during the depression if parents and tax-payers had understood what a good school really accomplishes for a child. That such a tragedy as the emergency in the schools from which we are but slowly emerging may never again occur, let us keep American Education Week this year with more enthusiasm and effort than ever before. Let us show with the clearness of a microscope what our daily work with the boys and girls of the community really is.

This carrying of the classroom into the home and community may be done in several ways. Conditions differ so with the locality that it is difficult to suggest any one way of celebrating Education Week that will fit every school. There is the rural-school teacher who still works for ten dollars a week, paying five dollars of that for room and board in a farmer's family; she might open the doors of her school at the crossroads to every family in her district, demonstrating through her daily program how necessary and worthy of support she is. There is the town school in which progressive methods are at a peak because of adequate funds and parent co-operation; here, a community demonstration of some special program in a local auditorium would be an excellent way of keeping American Education Week. The vast city school system might arrange special classroom exhibits for parents, and arrange for news stories of the work of the schools in the most-read newspapers, featuring something that will make a home and general appeal.

Combining one or all of these efforts toward better public understanding of modern education with the excellently-planned printed matter we may obtain from The National Education Association, American Education Week, 1936, should make history so far as putting new life into school support goes.

WHILE AMERICAN CHILDHOOD offers each month many opportunities through its projects and art activities for such demonstrations as we have described to parents of significant classroom work, our November issue will be even richer in such suggested activities.

Art in Childhood, contributed by Ruth Hallock, will offer many designs for Thanksgiving posters and applied design which may be used as publicity material, schoolroom decorations, or invitations for special celebrations. Miss Hallock's color teaching is of especial value; she is a painter of note, and her use of color is unusual and of real value to the teacher of art.

Our hektographed section will feature Thanksgiving themes. The finished pages, carried home by prideful little folks, will be one of our best arguments for today's methods of teaching the Three R's.

Miriam Clark Potter's lovable Mrs. Goose stories will achieve book publication this month, but Mrs. Goose, in spite of greater honors, still retains for AMERICAN CHILDHOOD, her old love. The November issue will contain a story about Thanksgiving in Animal Town and how Mrs. Goose kept the day. A geography story, *Mère Michelet and her Pig,* by Dorothy Reynolds, and one by Ethel Weddle, *Winter Comes to the Country,* will fill our story department well.

Special November interests in history will be adequately met with the best units of activity and articles of general value that we could find. *Why Study Indian Life?* by Odille Ousley, answers a real problem. Miss Ousley asks whether the present popularity of the activity program may not break the pupil's school life into segments of unrelated thought; in answer, she describes Indian-life study for the month in terms of the child's whole school life. Miss Ousley is Third-Grade Critic Teacher, State Teachers' College, Slippery Rock, Pennsylvania.

Social Studies in Grade Three from the Florida State curriculum revision will be helpful in a November study unit, relating itself to our early American life in the Colonies. *Picture Study in Pilgrim Life* by Ethel Harwood suggests interesting classroom tableaux from famous paintings. *Life in the New England Colonies, a Primary-Grade Unit,* by Edna Hanson suggests dramatization as a means of developing history of the month. *Our Indian Trading Post* by Mildred Johnson is a unique project for teaching arithmetic and language as well as timely arts and crafts.

We shall not forget Children's Book Week, also a November occasion when libraries and local book stores offer help through their displays of the new children's books. Our November issue will contain a selected listing of the most worthwhile of these new books for the classroom teacher, and articles about classroom celebration of Children's Book Week. Marion Paine Stevens, whose articles on reading are found so valuable by our readers will contribute one on *Comprehension Tests in the Reading Program* to our November issue. This is an important subject. Mrs. Stevens analyzes tests and describes those of the greatest general value.

Western Poems

OCTOBER

By PAUL S. NICKERSON

The sun swings low
Across the sky;
The birds wing south
With distant cry.

The eyes of autumn
Mist and fill
As beauty moves
From hill to hill.

Copyright, "The Gleam."

AN INDIAN LULLABY

My baby shall go to the "Island of Sleep,"
Where soft little dream-waves around him shall creep,
But when morning's Red-Horses rise out of the sea,
As swift as a sunbeam he'll run back to me.

From "Rhymes and Jingles" by Carolin S. Twyman—Copyright, The Four Seas Co.

CHRISTOPHER COLUMBUS

By BEATRICE M. CHESTERMAN (age 11)
The Woodward School, Boston

There's a little boy's dream of great daring;
There's the heart of a sailor so bold;
There's the mind of a grave, thinking scholar,
And the soul of the Knights of old.

The sails of the *Santa Maria*
Are crumbled away into dust;
The hulls of the *Nina* and *Pinta*
Are sunken and covered with rust.

Though caravels in all their glory
Must pass on with years that are gone,
The courage and faith of Columbus
Are still urging us to "Sail on!"

Copyright, "The Gleam."

HARVEST RIDDLE

From the Spanish

Green, they raised me
Blond, they cut me
Red, they ground me
White, they kneaded me.

(The Wheat)

SONG OF THE SHEPHERD BOY

By ELIZABETH-ELLEN LONG

The Wind-Man
Pastures his flock
On the same hills
Where my sheep graze,
And leads them to drink
From the same narrow stream
In the canyon
Where the cotton woods and willows
Fill the afternoon with music.
Surely, the wind and I are brothers;
So many times
Have we left our hogans together
In the early morning,
Driving our flocks before us;
And so many times
Returned again at night-fall,
When the winds are dark,
And there is no sound,
Except the thin crying
Of the lambs.

Copyright, "Westward. A National Magazine of Verse."

SHUTTLE MOON

By BERTHA S. DAWSON

Shuttle moon, shuttle moon,
Make a magic blanket soon
For the night,
Snug and tight;
Weave it out of silver yarn
With your slender pointed horn;
With the wee stars knot and tie
For the sky,
An enchanted blanket soon,
Shuttle moon!

Copyright, "The Circle."

NAVAJO LEGEND

By WILLARD JOHNSON

Is it true, mother, that the mountain sun,
The silver-studded day,
Is a laughing horse and a blue stallion
As the old men say?

It is certainly true, my son, that the desert
Is dusty with hoof-beats and noise
Of galloping charges, straddled and girt
By god-like boys.

Copyright in "Pan — Poetry and Youth."

Selected by JOSEPHINE BOUTON BLEECKER

THE RIDE

Clickety-clack, clickety-clack;
Out on my pony, and now that I'm back
I'll tell you the things that I saw on the road:
A prairie-dog town, and a little horned toad,
A lizard asleep on a rock in the sun,
He jumped as we passed him, and how he did run!
A herd of wild deer that flew by swift as light;
A coyote gray that was soon out of sight.
When taking a trail down a sheer canyon wall
We had to go slowly for fear of a fall,
And far down below we could see the bright gleam
Of Mata-watoba, the swift little stream.
And high up the cliff, hardly seen from below,
An eagle had built where no hunter could go.

If you'd take that trip, with my father to guide,
With my eyes to see things, my pony to ride,
I know what you'd say — that the cities could go,
You'd live as an Indian, whether or no.

Clickety-clack, clickety-clack,
Out on my pony and all the way back,
That's what I saw by the side of the road,
And all in the sunlight that sparkled and glowed.

From "Indian Legends in Rhyme" by Grace Purdie Moon. Frederick A. Stokes Co. Used by special permission of the author.

THE HARVEST DANCE

To the pounding of the drum,
All the happy red-skins come;
Decked in feathers, gay and bright,
Shaking rattles — what a sight!
Feet begin to pat the ground;
Little red-skins leap around.

Fast and faster yet they leap,
Dancing 'til the sunbeams creep
Down upon the beaten floor
And the rattles shake no more;
Then the drums are silent, too,
And the harvest dance is through.

From "Indian Legends in Rhyme" by Grace Purdie Moon. Frederick A. Stokes Co. Used by special permission of the author.

TRAVELING

By JANET WATTLES
(Buffalo Seminary, '22)

I cannot fear the strange new roads I find,
Nor feel alone;
Each road that winds across the countryside,
Leads someone home.

Copyright, "The Gleam."

FOOTHILL

By WILLIAM ALLEN WARD

At sunset the desert foothill
Stands on the horizon like an
Indian warrior of old, wrapping
A red blanket about his strong
Shoulders.

Copyright, "Westward. A National Magazine of Verse."

OCTOBER

(In the Japanese Manner)

By HJALMAR STEEN

Middle of autumn . . .
See! A golden pumpkin grins
Between withered stalks.

Copyright, "The Poets' Pack of George Washington High School," N. Y.

HALLOWE'EN RHYME

Hinx, minx, the old witch winks,
The fat begins to fry.
There's no one at home but jumping Joan,
Father, Mother and I.

Traditional

FLOWER LOFT

By WINIFRED WELLES

Behold a meadow in the air!
A footless field that climbed a stair!
Look in the cracked, old barn and see,
Up where the hayloft used to be,
The flimsy roof so torn and slit,
That golden sun and silver showers
Have thrust their fingers down through it
And made a garden full of flowers.

Copyright, "Voices."

Correlated Handwork in Child Growth

CHICAGO PUBLIC SCHOOLS

THE CHILD who enters second grade has made progress in many ways. While he has gained independence in working, he has also learned the value of being an integral part of a group. He has gained in emotional control, he has learned to associate symbols with meaning, and he has acquired certain standards of accomplishment in handling materials. In the second grade provision is made for the continued growth of the whole child as the school program is correlated around handwork activities.

The Farm

AS THE CHILD gains new experiences and new understandings his interests expand beyond his immediate environment. Attractive pictures of farm activities and casual conversations about vacation experiences will lead the children to suggest that a farm be constructed in the schoolroom so that they can really play farmer.

If it can be arranged, a class visit to a farm or to a dairy is an excellent activity to carry on in connection with the study of a farm. Such a visit will broaden the child's experience and understanding, and furnish a rich fund of material for reading and language activities as well as for construction. The trip must be well planned, and the children should have some idea about what to look for before they start. Small groups may be instructed to give special attention to things which they expect to make on their return.

Activities for the Children

Build the house and barn, the silo, the sheepfold or pigpen, and the fences; make grass, the cornfield, and the trees; model the family and animals. Plans and suggestions for construction are given at the end of this project.

Planning the farm involves conversation and discussion regarding the placing of the farm, the parts to be shown, the materials to be used, and the actual division of the work in the classroom. This involves, too, the making of charts and the printing of bulletin-board material for directed and incidental reading. The construction work for the farm is interesting and varied enough to allow for much originality. In laying out the farm and constructing its buildings certain measurements must be taken and compared. As these situations arise involving the use of numbers, the necessary processes are taught. Numbers thus related to concrete events in the child's own experience have real meaning, and are not just symbols to be memorized. The farm itself may take the form of a child-size project, or it may be a miniature farm on a worktable with a frieze back to produce a diorama effect.

NOTE: *The Chicago Course in Correlated Handwork from which this article is prepared is the result of city-wide study and discussion of the problems involved. The cost of equipment and materials was balanced against the decision that the so-called basic subjects could be taught better and more economically through activities and life-like experiences than through empty verbal instruction.*

The suggestions are not intended to be followed rigidly; they are offered for an enrichment of the program.

Draw pictures of things seen about a farm and combine into a movie reel; make slides of things seen; construct miniature wagons, wheelbarrows, and other farm machinery; build a vegetable stand, and scales for weighing the vegetables.

MAKE reading charts; compile a scrapbook containing stories of farm life; write directions for committee work. Reading experience coming from the children's own activities will be full of interest for them. As the constructive activities proceed, stories are recorded on the reading charts, and the words that have become familiar in the speaking vocabulary are absorbed with little difficulty into the reading vocabulary. The transition from the reading of charts to the reading of books is a happy one when the children discover in printed books the very words they have used in their own stories.

Collect interesting pictures of foods; model fruits and vegetables from clay; set a table with foods obtained from the farm; prepare and serve fruits or vegetables; make butter; prepare an exhibit of the various ways in which meat is used for food; bake muffins or cookies; make puzzles using health materials; plan a score card for milk drinking; keep a health chart.

Health activities may be integrated with the general farm setup. The children will enjoy making lists of the foods that come from the farm and will collect pictures of foods from magazines. They may discuss in an elementary way the use of food in the body and should see the connection between this and their own growth charts. A discussion of the care of animals on the farm further indicates the need for children to acquire good health habits if they are to grow up strong and well.

Plant seeds in eggshells, in sponges, in window boxes; make window boxes in which to plant seeds; keep a weather chart; care for plants in the schoolroom; make a collection of grains raised on a farm; make a collection of various forms in which wheat or corn is eaten; collect pictures if real foods are not available.

The child's pleasure in watching his own garden grow is increased as he learns about plants on the farm and their usefulness to people.

Paint pictures relating to activities carried on in the study of a farm; make paper tearings of farm animals; make posters of farm life; keep a bird calendar; design a cover for a farm booklet.

The literature for this level abounds with materials about animals and pets. The child's joy in having pets and in caring for them increases as he learns about the animals on the farm and their need for food, water, and sunshine. He likes to paint pictures of farm activities and farm life.

PREPARE setting for assembly program; make costumes for those who take part. The farm, too, offers an incentive for dramatic play. Children who have been on a farm enjoy reproducing the scenes they have liked, and the other chil-

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Books for the Month

Selected by CAROLYN SHERWIN BAILEY

NEW BOOKS for general classroom reference this month may well be selected for their relation to our outdoor life of the past summer. Vacation experiences are still functioning in children's minds, as well as in ours, and there are excellent new books that vitalize the world of field and woods in school activities. Outstanding among these, both for children and in art appreciation is *Farm on the Hill* by Madeline Darrough Horn, illustrated by Grant Wood (Charles Scribner's Sons, New York). Mrs. Horn, who wrote the story of two boys and the summer they spent on a typical American farm of the last generation, put into the writing her vivid impressions of rural life and her own family traditions. She is well known as a specialist in the study of the child's home and school vocabulary, having contributed research on that subject to the Association for Childhood Education. Farm animals, pets, haying, threshing, churning, the preparation of meals, and home life on the farm fill her word pictures with interest. Grant Wood's paintings that illustrate the book in color provide adult and child alike with an experience in modern art. Mr. Wood is well known as one of that school of modern American painters whose decor involves a new technic, and delineating folk types. His paintings express rural personalities, caught unposed in a natural setting and dignified by their relationship to toil. The book might inspire a rich unit of study of farm life with a background of artistic understanding.

Turning from Grant Wood's farm people and farm animals to the child's own artistic efforts, we find *Animal Drawing, How to Do It* by John Skeaping (The Studio, New York) an excellent guide book. Mr. Skeaping is one of the best known animal draughtsmen of our day and the book, through half-tone and outline drawings on every page and simple directions, teaches a kind of evolutionary method of drawing animals that every teacher will find helpful. The book discusses simply and with unusual clarity, rhythm in drawing, depth, anatomy in delineating animals, the attitude of mind of the artist, and analyzes fifteen animal drawings.

Much help in the art work of the kindergarten and early primary groups will be found in *Let the Child Draw,* by the well-known painter, Van Dearing Perrine; an account of excellent results in his experimental art colony in New Jersey where both young children and adults are achieving free expression in line and color. The November, 1933, issue of AMERICAN CHILDHOOD published an article, "Our Countryside in Creative Art," describing Mr. Perrine's successful art classes for young children, which were an outgrowth of the creative needs of a rural community. It is helpful that his method is now available in his book, an aid to greater fluency of artistic expression as well as a means toward using pencil and pigment for cultural objectives rather than those of technic.

WHILE *An Aquarium Book for Boys and Girls* by Alfred Morgan (Charles Scribner's Sons, New York) is addressed to young readers, it is vastly helpful to anyone interested in the subject. The classroom aquarium may be a spot of moving beauty or an example of ignorance and neglect. Mr. Morgan tells how to achieve the former goal. The amount of space required for certain varieties of fish in aquaria, the right water plants, what scavengers are needed to keep an aquarium clean, what seashells and other decorations are suitable, those fish that live best together and those which offer the best opportunity for children's scientific study, are among the facts told.

Continuing a renewal of outdoor experiences *Mountain Neighbors* by Edith M. Patch and Carroll Lane Fenton (Macmillan, New York) offers excellent material for story-telling and reading in nature study. The book contains fourteen adventure stories of the wild; Big Horn, the mountain sheep, Barb Quill, the porcupine, Stripes, the mantled ground squirrel, Cony, the hay-making rock rabbit, and many others. The stories are authentic and delightfully written.

These same qualities, a background of scientific authority, and good writing, characterize *Along Nature's Trails,* by Lillian Cox Athey (American Book, New York). The stories in natural science which the book contains are classified according to season, and the material on migration and hibernation is especially well prepared, full of interest and adventure.

A part of the nature thought for this month is a picture-book edition of the old nursery favorite *Over in the Meadow,* (Harper, New York) illustrated with rare charm and color by John Anthony Hartell. All kindergarteners and nursery-school directors know and use the old rhyme beginning:

Over in the meadow, in the sand and the sun,
Lived an old mother turtle and her little turtle one,
"Dig," said the mother. "We dig," said the one,
So they dug all day in the sand and the sun.

The rhyme is made a background for full-page illustrations of fish, birds, bees, and other creatures known to all children. The binding and artistic printing of this picture book give it lasting value.

The reviewer, doing some research recently in music for children, discovered that many of the older song collections are now out of print. In their places are an entirely new group of music books, modern in words, extremely simple and brief in the musical settings and the themes taken from child life experiences of today. A good example of this new type of book for encouraging the beginner is *Sing a Song of Seasons,* written and illustrated by Flavia Gag (Coward, McCann, New York). Miss Gag is a sister of Wanda Gag and shows the same originality in her work. There is a song for each month; especially to be recommended are "Gathering Apples" and "Witches Go A-riding."

Another of the new song books is *Sing a Song* by Maybelle Glenn, Director of Music, Public Schools, Kansas City and associates (Ginn, Boston). These songs also are for the modern child who would rather sing a little about a number of things than attempt a number of stanzas. The songs are classified as Home and School, Outdoor Songs, Animals and Birds, Special Days, Stories and Rhymes, Games and Play, What Grown-up People Do, and Toys and Pets. October children will especially enjoy "Red Apples," "Master Jack-O'-Lantern," and "Off to School." One major recommendation of the book is its liberal use of folk music as settings for the words, a source of musical thought that is always appealing.

A necessity for the kindergarten and primary-grade teacher is *Music and the Young Child,* (Bulletin of the Association for Childhood Education, Washing-

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We Grew to Love Poetry

By KATHLEEN J. HENDERSON

THIS UNIT was carried on from October to Christmas in a fifth grade.

A child returned from a trip to Maine and told of seeing the sheaves of grain in the fields along the highway. The teacher then read John Greenleaf Whittier's poem, "The Corn Song" to the class and asked if they could find other poems by the same author.

Numerous poems by Whittier were brought in and read in class. Among them were:

"The Huskers"
"The Barefoot Boy"
"Snow Bound"

The teacher read interesting bits from Whittier's life, and the class started its research work. They decided to work in groups and present their results to the class as a whole. This led to the finding of poems by other authors. These were brought in, read and discussed and a list of poets was written on the blackboard.

John Greenleaf Whittier
Robert Louis Stevenson
Rose Fyleman
Bliss Carman
Robert Browning
Alfred Tennyson
James Whitcomb Riley
Helen Hunt Jackson
Eugene Field
Henry van Dyke
Henry W. Longfellow
Charles Kingsley
Nancy Byrd Turner
Celia Thaxter
Carl Sandburg
Amy Lowell
Joyce Kilmer
Walter de la Mare

When the list had grown to a considerable length, the teacher asked if any of the children had ever written a poem. Several had done so, and their names were added to the blackboard list. The teacher then told the children that perhaps they would enjoy creating some poems and adding their names to the list. After some discussion, the children decided that, before they tried to write any verse, they would like to know some things about poetry. These questions were then drawn up:

1. What is poetry?
2. What are some qualities that a good poem must have?
3. Does a poem have to rhyme?
4. How can one tell when he has written a good poem?

FROM reading and study of a number of poems, among them being Bliss Carman's "Vagabond Song," Carl Sandburg's "Fog," Amy Lowell's "Winds," parts of Longfellow's "Hiawatha," and several by Rose Fyleman, the following standards were developed:

1. Poetry is any pleasing thought which is written in beautiful words.
2. A poem tells a story or expresses an idea or strong feeling.
3. A poem has rhythm, but not always rhyme.
4. A good poem makes the reader feel (glad, sad, hopeful) or *see* pictures in his mind.

Various poems were then studied so that the children might experience the great variety in form and rhythm as well as rhyme patterns. They were taught how to scan to determine rhythm and how to study to find beautiful words and phrases. Patterns in rhythm were then selected and the children started to make their own poems. No compulsion of any kind was used, and results were entirely voluntary.

Activities

1. Oral reports on lives of poets.

These reports were the outcome of research work by the pupils. They were limited to six or eight good sentences, and special emphasis was placed on interesting beginning sentences and sentence sense. Subjects were chosen with care so that they were not too ambitious, for example: "The Boyhood of Whittier," "Whittier's Birthplace," "Longfellow's Children."

2. Dramatizations of favorite poems.

Pupils worked in groups, choosing their favorite poems to present to the class. As far as possible, the practice periods were unsupervised.

3. A notebook of favorite poems with sketches to illustrate was made.

This was a class book and contributions were made by all the children, either in the form of original sketches or poems cut from magazines, papers, or copied from books of poems.

4. A chart of Whittier's poems with pictures to illustrate, also snapshots of Whittier's homes and a picture of Whittier. These were mounted attractively on a sheet of oak tag and hung on the bulletin board.

5. A visit to Whittier's birthplace.

It was not possible to take the class on this excursion, but the children were encouraged to ask their parents to take them. Many went and brought back interesting reports and snapshots.

6. A booklet of child's own poems with sketches.

7. Setting original poems to music.

8. A book-display featuring favorite books of poems.

This activity was carried on in connection with Book Week. Committees were appointed at the regular Book Club meeting. Tables were attractively decorated with crêpe paper and book jackets were displayed on the bulletin board. The children took great pride in the display and made good use of spare time.

9. Audience reading of favorite poems.

The teacher insisted on careful preparation and gave help to those needing it. Some of the poems chosen for audience reading were:

"The Winds"—Amy Lowell
"Trees"—Bliss Carman
"Trees"—Joyce Kilmer
"Fog"—Carl Sandburg
"A Farewell"—Charles Kingsley
"September"—Helen Hunt Jackson
"Boats"—Robert Louis Stevenson
"Orphant Annie"—James Whitcomb Riley
"The Brook"—Alfred Tennyson

10. A Poetry Party, during which each child recited his best original poem.

This was the culminating activity and much enjoyed. Preliminary work was done in pronunciation, enunciation, poise, voice control, expression. The class drew up a schedule of points on which they wished to be judged. The points were allotted, as follows:

Poise	2 points
Memorization	3 points
Enunciation	5 points

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Skills for Beginning Readers

FLORIDA STATE CURRICULUM REVISION

OUR present program for teaching beginning reading varies with the teacher, the group of pupils, and the school. In many sections formal reading periods are secondary to excursions, activities, and many kinds of experiences which form a background for the introduction of words as symbols. Charts, the blackboard, and pupil-made books of picture-stories frequently supercede the printed text book. This new method has a basis in sound pedagogy but, like all the programs of the progressive school, may overlook the definite skills which should be the outcome of any special way of teaching. Certain definite objectives should be required of any program for the beginner. This is especially true in the case of the beginner in reading. Without such skills, established in the child's first school year, poor reading habits, difficult to overcome, may result. The following reading objectives for the first-grade may be achieved in terms of child activity; they are interesting, and definitely related to reading power:

SKILL. To recognize words.

Procedure. The following materials will be needed: a color chart with the standard colors and neutrals labeled red, blue, black, orange, etc., the word blue under the color blue, for instance; and a set of word cards to match the words under the chart colors.

The teacher asks the children to name the colors. She then matches the words with the names of the colors and tells the children that each word card is like a word under the color on the chart. When she has matched the words a few times, she may ask for someone to volunteer to find a match for a word. Give all the cards out and call for the easier ones to be matched first. Let the group practice matching until they have learned to match the words themselves. Then place the chart in the back of the room and leave it for practice and reference when needed. Use the phrase *This is* in building sentences, using the names of the colors. Let the children build these on tables. A group of ten or twelve may work on this activity at one time. When the color sentences have been completed, ask the children to read the sentences. Score each child and tell him what words or phrases he must work on. Then ask some child who knows all the words and phrases to help him study.

SKILL. To recognize words and phrases.

Procedure. The following materials may be used: objects labeled in the room; as, a chair, a table, a window, a door, a clock, paste, scissors, crayons, a book, a doll; a set of cards to match the labeled objects.

The teacher gives the cards to the children of the group and assists them in finding the object a few times. Then she asks them to find the right words. Encourage the children to practice this game by having a contest game and writing the score on the board. Count one point for each word matched correctly. To vary the activity give a child a phrase with *This is, I am,* or *I see,* and tell him to read it and then place it by the phrase on an object or picture. Ask him to read his sentence to the class. If he cannot find the right place for his phrase, ask someone to assist him and give him his phrase to keep and play the game until he has it mastered.

NOTE: *The Elementary Course of Study for Florida schools, from which this article is prepared, is the result of a curriculum revision program extending over a period of more than three years.*

The actual work of production has been done by committees of Florida teachers and supervisors under the direction of Dr. M. R. Hinson of the State Department of Public Instruction. Co-operating with the various committees in this distinguished piece of work were the General Education Board, the Florida Education Association and the curriculum laboratory of Peabody College for Teachers.

SKILL. To make accurate return sweeps.

Procedure. When the first chart lessons are presented the children should be given practice in making accurate return sweeps. Let them use a ruler as a marker and read the chart. Assist them only if necessary in placing the ruler under the next line.

Choose a pre-primer that has wide spaced lines. Give the children paste-board markers and teach them how to use the marker.

To give further practice in making accurate return sweeps have the children read many pre-primers, primers, chart lessons and blackboard units that have wide-spaced, uneven beginning lines. The sentences should be short and of easy-reading material. Observe each child as he reads and give much practice to those who have difficulty in keeping the place or making the return sweep accurately.

SKILL. To perceive familiar words and develop eye span.

Procedure. In order that a child may read without confusion periods, which hamper comprehension, he must be able to perceive words, groups of words, and thought units with great accuracy and speed. Time and place phrases, action sentences, and picture labels may be used.

Show the pupils that a sentence may be read quickly. The sentences should be composed from words that have been introduced by chart or blackboard lessons or picture study.

Say a rhyme; as,

Tell me quickly if you know
What the card says that I show.

Expose the card for an instant. If some children do not read the cards quickly, put them in a group and give them special drill with cards they do not know. In giving this drill show the children the cards and ask them to take a picture of them by getting a good look at the words quickly before a cloud hides the cards. Have a plain card to place over the word after it has been exposed for a brief period.

SKILL. To fix the vocabulary.

Procedure. Arrange the drill for those who need it. Hold the interest by making the drill lively. Each child in the group should actively participate. All the group may thus profit by each child's work.

Select a story that has many pictures or action lines. Discuss the picture and clear up vocabulary difficulties by referring to pictures, sentence labels or action sentences that have been learned.

Have each child choose a sentence to read. Ask them to read silently and be sure they can read every word in the sentence. Have the story read in logical sequence by calling on the child to read who chose the beginning sentence, the

sentence that tells ——— until the story is finished.

Play you are thinking of a sentence, let the children guess the sentence. When they guess it ask them to find it on the page by placing a marker under the sentence.

Tell a child to find a sentence and ask another child to do what the sentence said.

Have a child illustrate a sentence. Let the group find the sentence that tells what the child did and read it.

Choose a leader and let him ask the children to find the answers to questions; as, "What did mother say to the children?"

Have the children use the marker and show the phrases that are on flash cards. Have these ready to display. Refer to the phrases and say you will find ——— ——— on the line that tells what ——— ———. See if you can find it. When phrases have been found ask them to read the whole sentence.

Encourage them to read the whole story silently. Then ask for someone who knows the story well to read it to the group.

This type drill is suggested for use in the first semester or with slow readers.

SKILL. To develop fluency in reading.

Procedure. Select a story that will not present vocabulary difficulties. Tell the child to read as many lines as he can in one *peep* at the page. Open the book and expose the page for an instant. Then ask the child to tell what he read. Let the children choose partners and play "peep reading" using familiar or easy reading material.

SKILL. To attack unfamiliar words.

Procedure. Children may be taught to attack unfamiliar words in several ways; as, getting the word from noting the context clues, by similarities and differences in words, and by phonetic analysis. Children should not be given extensive training in phonetics until they are able to read. For the average child this would place phonic training in the last half of the first year.

Training in phonics should be individualized, not all children will need phonics in attacking the same words. The letters may be taught by giving the child pictures to be pasted on pages; as, *baby, ball, bat, broom,* under *b,* etc. In teaching the sounds of all letters the teacher should give the correct sound, not an exaggerated sound that he may not use when he leaves this grade or school. Insist on clear articulation on the part of the pupils. The words to be used in phonic training should be chosen from the vocabulary the child uses in speaking and reading. According to the Twenty-Fourth Yearbook some of the most common phonograms presented in the first year are as follows: *at, all, ill, ask, an, en, and, ell, in, og, un.*

These phonograms should not be presented in isolation, but in meaningful context. The teacher should be alert and ready to teach the phonograms when the need arises, as in connection with rhymes to be memorized or riddles to be guessed.

Write a rhyme on the board, as *Humpty-Dumpty Sat on a Wall.* Emphasize *wall* and *fall* when the poem is read. Ask what words sound alike. Write the phonogram *all* with *fall* and *wall* under it. Lead the children to discover other words that sound like these words. Present other phonograms in similar manner.

Give the children cards with phonograms studied and a package of consonants; ask them to build a "house of words" like the list on the board. Check to see if the words made are real words. Ask each one to tell the names of the words in his house. If he can do this let him choose what he wishes to do next. If he cannot give the words correctly, show him how to blend the phonograms and letters to make a word. Encourage him to continue on this "word house" until he knows all the words. Let him tell a story or make a rhyme using the words in his "word house."

SKILL. To learn new words.

Procedure. To learn new words meaningfully a child must associate the words with some action or object. Action sentences hold the interest of the child and may be used in a variety of ways to get repetition without undue monotony. Choose sentences that are lively and meaningful.

Present entire sentences, then phrases and words. Use the Gates' List in making the sentences, in order that words needed most will be taught first. Print the sentences on the board and place duplicate strips on a blackboard ledge. Read all sentences from the board several times.

The drill may be varied and used for several days in five and ten minute periods.

Have a child find a sentence he likes and read it to the group. Ask a child to find a sentence that tells ——— ———.

Let a child tell what a sentence says and ask another child to find that sentence and read it aloud. Ask the children to choose a sentence you are thinking of. Hold a sentence up and ask someone to do what it says. Ask a child to whisper the sentence or card he likes best. Then ask someone to read the card he thinks the child whispered.

Have some child *jump up and down* and then ask someone to show what card was illustrated. Have all the children read the sentence strips.

The second or third practice period will be time enough to introduce phrases and word cards. Help the child to see that the phrases and words are parts of the sentences.

Have all children read the phrases and word cards. Let each child choose a partner and play a game with the phrase and word cards. One child holds the cards up for the other to read. If he can read the card, he places it on his left or in the *I know* pile. If he doesn't know the card, it should be placed to the right in the *I do not know* pile. Then he is asked to study the words he does not know by matching the sentences to find what the card says. Make a record of cards each child does not know and drill on these for mastery. Use pupil leaders to help the children who require much drill in word recognition. Show the leader how you wish him to check for words a child does not know. With pupil leaders several groups may be playing the game suggested at the same time.

SKILL. To perceive familiar words.

Procedure. The following type of drill will be of great value to the child because the material to be read is the same size type that he uses in reading a book.

From discarded primers and first readers cut sentences and phrases found in stories; as, "Little Black Sambo," "The Gingerbread Boy," "The Three Billy Goats Gruff," and others. Mount these on strips of manila paper, using one or two short sentences on each strip. File these in envelopes numbered according to sections of the story. When the story has been presented and read several times use these strips for drill. Flash the strip only for a short time. Each package must be reviewed until the child can read each sentence fluently. Then he may begin on a second section of the story. Children may choose partners and play this game, one acting as "teacher" and the other the pupil. The child must take the strips from the "teacher" by reading them to win the game. His score is the number he reads. A record should be kept of the sentences he doesn't know in order that he may be given help on these sentences.

When all strips have been learned, the child may be asked to build his story; then he may begin on another story prepared in the same manner.

Indian Home Life in Second-Grade

(Continued from page 6)

children learned the art of weaving and wove rugs and mats. Indian bowls were made from clay and decorated with Indian designs. Before the bowls were painted and decorated the children studied Indian signs and symbols. Covers were made for the spelling tablets by lacing two pieces of colored paper together with bright colored wool and decorating the cover with Indian signs cut from colored paper. Totem poles were cut from old broom handles.

Indian songs were learned and the children learned to dance as the Indians danced. Indian tomtoms were made and used to mark rhythm during the Indian dance.

Our collection of Indian articles grew from day to day until it was a problem to know what to do with them. The children suggested that we build an Indian Trading Post like the one they had seen at our Southeastern Fair. A frame of laths was built in the back of the room. This was covered with heavy brown paper which the children had colored dark brown to represent logs. Two windows were built in the front of the Trading Post and Cellophane was used for the glass. A small cabinet was placed inside at one end and two tables covered with a real Indian blanket were placed across the front. This gave the children plenty of room to display the Indian articles. The children spent several days arranging and rearranging all the attractive articles sent to us as well as the things they had made during their activity period. The class cut the words "Trading Post" out of orange paper and pasted the letters across the front of the framework. One little girl brought a stuffed squirrel to school. She said Indians loved animals so she thought the squirrel should go on top of the Trading Post. Soon the children were buying and selling from their Trading Post, using toy money which they had cut from gray cardboard.

Our project was completed by giving an Indian show and inviting the other second grades in our school. Each tribe entertained, either singing an Indian song, dancing or reciting Indian poems. One tribe dramatized an Indian play. The chief of each tribe told the history of his tribe. The Trading Post was visited and the children allowed to trade with the Indians.

Painless Second-Grade Arithmetic

(Continued from page 11)

flattering interest in every purchase made and in the money transaction.

The teacher brought a number of mail-order catalogs to school. The children were thrilled over the possibilities of shopping by mail. They learned to write short order blanks, to fill out postal money orders and to write little notes to the various companies. They also learned to pay in postage stamps. The teacher bought stamps of different denominations and mounted them in a shallow, glass-covered serving tray. The children brought canceled stamps from home and mounted them in their individual stamp booklets. The personal-accounts booklets were kept up to date. The children now counted, thought, bought and sold in nickels, dimes, quarters and fifty-cent pieces. They had acquired this knowledge permanently and painlessly.

Valentine purchase booklets were made in February. St. Patrick's Day party items filled a March booklet. A bit of folk lore, history and geography again was introduced. During April an Easter booklet was made by each child. Easter novelties, toys and the various Easter candies were listed, priced and illustrated. Here again the mail-order catalogs were a great source of information and inspiration. Of course, in all these booklets, the sum total of prices was written at the bottom of each page and the grand total was listed on the last page. With the listing of wearing apparel in the Easter booklet the dollar was introduced. The children did not read decimal points, however. They wrote or spoke of an item costing one dollar and ten cents, or one dollar and fifty cents, or one dollar and a half-dollar, etc. We tried to keep within bounds always.

DAY BOOKLETS listed items that one might purchase for a May Day party or for Decoration Day. Others listed in their booklets items used in spring housecleaning. Some even added the hated tonics they had to take in the spring. Others listed different candies and their prices, or tools used and seeds planted in the garden. The mail-order catalogs inspired these. All the booklets were illustrated either by original drawings or with pictures from magazines, catalogs or newspapers. Prices and names were either printed by hand or with the small schoolroom printing set.

During the two weeks of June the children decided to make a big-sale booklet. In this they listed articles taken from their other booklets. Next to each article was listed the regular price and a cut or sales price. Opposite each set of prices they noted the difference between the two. The children were very sincere in their work and some openly complained they were losing money on their sales.

Personal-accounts booklets were brought up to date and the items listed that the children wished to buy for the Fourth of July. This opened a discussion on fire and its hazards. Each month had its interesting topics of discussion that might otherwise have been overlooked entirely.

The school year closed with keen regret on the part of the children. They had remained most enthusiastic about their number work. They now possessed a personal-account booklet, a stamp booklet, a banking booklet, a mail-order booklet, ten monthly booklets and a number or numeral booklet. In the number booklet was listed in writing, printing and with duplicates cut from magazines each number from 1 to 100. The written name of each number was listed also. But the children had acquired far more than this. They now truly enjoyed number work. They had mastered combinations and used them when they went to the stores. They respected the value of money and they knew how to save up for what they really needed before buying what they "just wanted." They learned to save but not to hoard, to respect the money rights of others and to protect their own. They could be trusted to go to the store to buy only what they had been sent for and not to accept substitutes. They had acquired much real character training in these number games that really included drill.

Teaching for the Pupil's Sake

(Continued from page 14)

3. To stock farms and dairies.
4. To coast and beaches.
5. To deserts.
6. To mines, oil fields, quarries, etc.
7. To points of vantage to observe geographical situations.
8. To creeks and ponds.
9. To power plants.
10. To observe natural phenomena; erosion, river sources, waterfalls.
11. To view road and bridge construction, tunnel projects, dam and lock construction, reforestation.
12. To government parks and reservations.

THE TEACHER who is to guide such a field trip needs to go over the ground and plan, step by step, the points to be noted. There will still remain plenty of room for initiative and decisions on the spur of the moment after the most careful plans have been laid. Detailed information about where to go and what to look for, notes to be kept, and sketches to be made are a necessary introduction and foundation to any valuable excursion. If these plans are discussed and outlined previous to the trip by the teacher and her class co-operatively, more enthusiasm is aroused which in turn

leads to better results. Field trips present to the teacher many opportunities for observation and diagnosis of individual tendencies in her pupils. The informality of the situation occasionally makes it possible for the teacher, incidentally, to give individuals guidance in many personal matters.

Teachers have as a primary obligation the elimination of failure in so far as it is caused by factors under their control. Since education accomplishes its purpose only through changes wrought in the individual, it is absolutely necessary to consider the powers and capacities of the individual which enable him to fit into the social process. All pupils possess an interesting and challenging range of special mental talents and defects centering around their general mental level. These deviations are doubtless very potent in causing one-sided and unbalanced educational achievement in various school subjects. Each child also has an equipment of mechanical aptitudes, musical aptitudes, artistic aptitudes, traits of character and personality which should be evaluated and capitalized in usual school situations.

Let us, as teachers in the schools of today, specialize in the child and not in the subject. By means of the three prime factors of learning; interest, understanding, and success, let us strive to develop each child to the limit of his ability.

Remedial Reading

(Continued from page 16)

or books read is one way of stimulating this reading motive.

15. To learn to read better. Many children not only like stories and see a real life-need for reading, but they enjoy being independent and wish to be like their classmates.

WE HAVE discussed immaturity, lack of vocabulary, and slow mentality as common reasons for reading deficiency. Other reasons are poor eye-sight or hearing, the habit of guessing, fear or timidity, and home criticism.

Returning to our analogy of medical diagnosis, we know that a physician often finds not one but several causes for illness. He calls them complications. So, among children, there is seldom a single cause for reading deficiency, though there may be a preponderant one. But proper diagnosis and systematic, skillful teaching will always lead to improvement, and usually a cure.

Living Art

(Continued from page 17)

reproductions of pictures of home scenes by local artists; a discussion of possible neighborhood subject matter which would typify town industries and interests; the study of other regional art developments in connection with social science activities, would go far toward the advancement of this new American art.

— MARY TAYLOR

Harvesting in the Kindergarten Program

(Continued from page 20)

ing activities related to such subjects as these:

A Vegetable and Flower Fair

Bringing specimens from their own gardens to display
Making attractive booths to display
Labeling and learning names of articles on display
Appointing committees to judge the value of each
Judging and awarding prizes for best specimens

How Nature Prepares for Winter

Trees
Animals
Squirrel Rabbit Bear
Flowers
Study of seeds
Care of perennial plants
Birds
Migration
Habits of those who stay here

How We Prepare for Cold Weather

Mother's help
Father's help
Child's responsibilities

A Study of Other Foods

Milk
Cereals

A Study of Health

(As an outcome of the subject of eating vegetables for health)

Cleanliness
Fresh air
Proper sleeping, elimination
Clothing

Transportation of Foods. (Which might be just a study of transportation, leading from the knowledge of how foods are transported.)

Truck Wagon Train Boats

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"Educative Experiences Through Activity Units," Clouser, Robinson, Neely, Lyons and Carnahan.
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For the Children

Stories

The Big Red Apple, Bailey and Lewis, "For the Children's Hour," Bradley
The Largest Apple in the Basket, "Read-Aloud Stories," Bailey, Bradley
Mr. Brown's Grocery Store, Social Science Readers, Charles Scribner's Sons
Peter Rabbit

Poems

"October," Tennyson
"Two Apple-Howling Songs"
"Cover," Frances Frost, "Sung Under the Silver Umbrella," Macmillan

Songs

"Baking Apples," "Singing Time," John Day
"The Apple Tree," "Singing Time," John Day
"Market Man," "Singing Time," John Day
"Thanks to Our Father," Child Land, Jones and Barbour, Bk. I, Schmidt.

THE RESULTS of this activity were indeed gratifying. In checking results, the greatest gain was in appreciation. It was found that the awakening of observation powers was an outstanding outcome. The vocabulary and language expression showed much improvement; the children had learned to talk freely and to use fairly good language. Knowledge of the growth, the value and the care of the vegetables was a noticeable feature in the reports on the study. A questioning mind concerning the sources of food which were brought into the home, and a feeling of appreciation for those who give us our food supply was evidenced in reports from the homes of the children.

Mondahmin Gives Corn to the Chippewas

(Continued from page 23)

YOUNG CHIEF: All the world will be happy if you smile and welcome the Fifth Stranger. If, — but I hear the sound of footsteps. They must be coming just as I dreamed they would.

(WHITE EARTH lowers her head and closes her eyes. The FIRST STRANGER enters. He is tall and wears a green blanket. On his head is a band with green leaves rising from it.)

FIRST STRANGER: White Earth, I have come to ask if you will go to my wigwam and share it with me. You can cook for me and make robes and moccasins, while I hunt for you on the prairies. Answer me, for I am a great warrior, I am Usama, the tobacco plant.

(WHITE EARTH does not answer, nor does she look up. The FIRST STRANGER stands before her and waits. He is silent. Slowly his blanket falls from him. He has turned into Usama, the tobacco plant.

The SECOND STRANGER enters. He is very short and round. He cannot walk fast so he comes in waddling like a duck. He wears a yellow blanket which hangs to his knees. On his head is a green band with a bright yellow feather in it. WHITE EARTH does not raise her head.)

SECOND STRANGER: Look at me, White Earth. I have come to ask something of you. *(He waits for a reply but she keeps silent, head down.)* I have come to ask you if you will share my wigwam and do all the things an Indian wife does. Answer me, for I am a great warrior. I am Wapako, the pumpkin.

(She does not answer a single word. After a pause, the SECOND STRANGER becomes rigid, his blanket falls down and he turns into Wapako, the pumpkin. WHITE EARTH sits in silence.)

YOUNG CHIEF: Ho! Ho! A fat valiant warrior. He was a funny one!

(THIRD and FOURTH STRANGERS enter together. The THIRD STRANGER wears a long green and white blanket that reaches to his ankles. The FOURTH STRANGER wears a long, dark green blanket that reaches to his ankles.)

THIRD STRANGER: Maiden White Earth, welcome me, for I have come to take you to my wigwam. I am Eshkossim, the melon plant.

FOURTH STRANGER: Welcome me, Maiden White Earth. I have beautiful hides and many good things. If you will but look up and speak to me, I shall take you to my wigwam. I am Kokees, the bean plant.

(She sits silently and does not move. The THIRD and FOURTH STRANGERS become rigid and their blankets fall from them. The THIRD STRANGER turns into Eshkossim, the melon plant. The FOURTH STRANGER becomes Kokees, the bean. A loud voice is heard calling from without "greetings" and in comes the FIFTH STRANGER, a tall brave with many feathers in his headdress.)

FIFTH STRANGER: Greetings, White Earth. I am Dahmin and I have come to ask you to be my wife.

WHITE EARTH *(raises her head and opens her eyes and smiles sweetly)*: You are welcome, Dahmin. My brother and I welcome you. Brother, the Fifth Stranger, Dahmin, has come.

YOUNG CHIEF: Welcome, Dahmin. You may take my sister, White Earth, to live with you. The Good Spirit sent you to her.

WHITE EARTH: I am ready to go with you. I was waiting for you, Mondahmin, the Yellow Corn.

YOUNG CHIEF: Let us give thanks to the Great Spirit for this. *(All the Indians raise their arms and look upward while YOUNG CHIEF speaks.)* Your children thank you for the life you have given the seed. We thank you, Mondahmin. Give us a good season that our crops may be plentiful. We salute you with our thanks, Good Spirit. Preserve us from all danger and keep us as your children.

USAMA *(coming to life)*: My people and I will give you, Mondahmin and your White Earth, many gifts. *(Some Usama people come in with baskets of Usama plants.)* And we will bring you the same gifts every year a hundred fold. *(They place the baskets on the ground.)*

WAPAKO *(comes to life)*: Mondahmin, Great Chief Corn, and Maiden White Earth, my people and I *(some others enter with baskets)* have brought you many gifts. *(They put the pumpkins before them.)* And we will bring you many more each coming year.

ESHKOSSIM *(comes to life)*: White Earth and Chief Mondahmin, my people and I *(others come in with baskets filled with melons)* have sweet gifts for you and will bring you endless numbers of them every year. *(They put the baskets before them.)*

KOKEES *(comes to life)*: Chief Mondahmin and White Earth, I, too, and my people *(some others enter with baskets of beans)* will bring you rich gifts to appease your hunger. *(They put the baskets before them.)* We will bring them to you every year.

MONDAHMIN: We thank you, Usama, Wapako, Eshkossim, and Kokees, and we are thankful to the Good Spirit for all these good gifts.

WHITE EARTH: Now let us all thank the Good Spirit for his blessing.

(The OLD CHIEF beats the drum while other Indians shake the rattles. Then they chant the song of Thanksgiving and dance the Thanksgiving Dance.)

ALL: Dahmin, Mondahmin,
Food for our people.
We thank you,
Great Spirit.
We thank you.

Art In Childhood

(Continued from page 24)

be large enough to be the decoration in the room, or smaller ones may be hung in the center of each window. Black thread passed through two small holes in the top of the transparency will be almost invisible.

Jack-o'-lanterns always find a place in any scheme of classroom decoration for a Hallowe'en party. They may be cut in infinite variety; round eyes with curved eyebrows, triangular eyes and nose, small mouth, or large mouth with or without teeth.

CHILDREN always desire a cover for their story of Christopher Columbus. The proportions of the decorative cover for "My Story of Columbus" may be changed to fit paper ruled either horizontally or vertically by lengthening the strips between the decorated corners. By making a slight change in the title, the cover may be used for a book containing contributions from each member of the class.

Gray manila paper makes a suitable background and is almost as attractive as white paper. This cover is designed to be developed with colored poster paper but some classes will be able to use colored crayon. The red and blue strips should be cut long enough to extend slightly over the inner edges of the square corners and are pasted only at the corners. If the strips are long they will need a bit of paste at the center. The decorative corners will cover the ends of these strips. It is advisable to paste the little white boats on the squares before the squares are pasted on the cover.

Tested Schoolroom Helps

(Continued from page 38)

MISSING PERSONS

Aim: Correct usage of *choose, chose, chosen.*

One child is sent out of the room. Another, at the front, selects someone to hide in a closet or wardrobe. The child is then recalled and is given one chance to name the missing person. He asks, "Have you chosen a boy?" The monitor answers, "No, I chose a girl." or "Yes, I chose a boy." When he guesses he asks, "Did you choose Arnold?" If correct, he goes out again; if not, he takes his seat while the child in the wardrobe goes out and the monitor selects another to hide.

If the class is bright and alert, the game may be made more difficult by letting the children change seats before the "guesser" is recalled.

This conversation should be placed on the blackboard in the beginning to acquaint the class with the three forms. It will be necessary for the children to refer to the model to become familiar with the terms.

ROSE SCHNEIDMAN, Brooklyn, N. Y.

For the Children's Hour

(Continued from page 40)

of honey. He poked his head into the opening in the hollow tree, and looked down over the edge. He leaned away over and far into the opening to see what he could see; but something startled the poor man and his feet slipped. It may be that an owl in the tree over his head called "Hoot-hoot! Who-are-you? Hoot-hoot! Who are you?"

Anyway the poor man slipped and over he fell straight down into that honey well. He was not drowned in the honey even though he did go in head-first. You see, this was one of those huge trees like those in our California forests, so the man had plenty of room for turning around and could pick himself up. But although the honey in the well was only knee deep, there he was, down in the hollow tree, and dripping with honey. He was the stickiest man in all Russia.

At first he laughed at the joke on himself and thought of the fun he would have telling the children about it at supper time. But the next minute it seemed to the poor man that there was nothing left to laugh about in the wide world. He discovered that he could not climb out of the tree. He could not reach the opening far above him in the hollow trunk even with the tips of his fingers.

He called, he hallo-ed, and he shouted, but no one could hear him for he was far from the highway. All the time honey was dripping from his clothes, and he was wet with honey clear through to his skin. For two nights and two days the poor man was down in the bottom of that hollow tree, hungry and thirsty, and completely stuck in honey. He believed that he would be there always. At the end of the second day he had almost lost his voice because he had called so long and so loudly, and all in vain.

THEN along came a big old bear, sniffing and snorting and looking for honey. The big old bear smelled the honey in the honey well. He climbed up to the opening, turned himself around, and began letting himself down into the honey well, tail and hind legs first. Then something happened that scared the big bear almost out of his wits. Something in the bottom of the honey well jumped up and grasped his stubby tail. Something gave frightful yells, "Yi-yi-yi-YI," and hung on tighter and tighter, climbing up the bear's body.

The big old bear still had his strong front paws over the edge of the hollow-tree opening, so now he scrambled out with that strange creature clinging to his back. The country man held on and the bear pulled.

So it happened that the bear saved the man's life. The minute that bear was outside the hollow tree and had his four feet on the ground, the man let go of him. The bear did not look back to see what strange creature had been at the bottom of the honey well. Up jumped the man and away ran the bear. And that ends the story, except that the country man was glad when he reached his home safely, in time for supper, even if the pancakes had to be eaten without sweetening.

Correlated Handwork in Child Growth

(Continued from page 44)

dren are happy to assist them. Through their play the children gain an understanding of the dependence of a city on the country, and of the labor involved in preparing food for our use before it reaches the home. This dramatic play may well end in an assembly program, or if this is not possible, a program may be given for a neighboring room or for the parents.

A study of the farm gives the city child a better understanding of the complexity of social life and of the dependence of one group upon another. It gives him, also, some knowledge of the organization of the work on a farm, and of the ways in which man uses machines to help in his work. He gains increased skill in the handling of constructive tools and materials, and new skills in reading and expression, and in the use of numbers. He shows increased independence in approaching new problems and greater efficiency in attacking them.

Plan for Constructing a Farm

THE following items are necessary for a good farm project: barn, windmill, silo, house, cribs, trees, fences, supply tanks, animals, people, haystack, road and crops.

It is not necessary to make a base for this project, as the farm can be set up on a table or put on the floor of the room. There are many possible ways of constructing the different objects on a farm. A few practicable methods are suggested.

Buildings.

The house, barn, and other buildings may be made of construction paper colored with crayons and pasted together. These are light and inexpensive, but it is difficult to keep them square and neat. Suitable buildings can be made from cardboard boxes by cutting holes for windows and doors and attaching corrugated paper for the roof. The cardboard boxes can be painted and decorated and will retain their shapes. The silo may be formed from construction paper and should be in proportion to the barn. The windmill frame may be made from dowel rods or thin strips of boxwood tied or nailed together. The wheel is easily made from the end of a tin can by cutting the vanes with old scissors or tin snips. The fan may be made from tin, thin wood, or cardboard. The wheel and fan may be nailed to a piece of wood or soldered to a piece of No. 9 wire. Fences may be made from twigs, construction paper, or strips of thin boxwood. They may be pasted, tied, or nailed together. Gate hinges may be made from scraps of leather and fasteners bent from small pieces of scrap wire. If a child-sized project is desirable, the buildings may be made with a lath frame covered with construction paper.

People and Animals.

People and animals may be made in silhouette or modeled. The silhouette figures can be cut from cardboard or sawed from quarter-inch wood with a coping saw. The figures may be modeled from water-clay or plasteline, or carved from soap. They may be colored with crayons or water colors, or else enameled, depending on the materials.

Roads, Fields, and Trees.

Roads are easily represented with sandpaper or gray cardboard. Green fields can be represented with green toweling. Trees and shrubs may be made from twigs and sponges, steel wool and twigs, or construction paper. Haystacks may be made of dried grass or excelsior.

Farm Machinery.

Automobiles, wagons, and farm implements can be constructed from small wooden boxes, using spools or checkers for wheels. Wheels may be attached with threepenny or fourpenny box nails or screws. Screw eyes are convenient for fastening the string to the various implements. The projects should be sanded with No. O sandpaper and finished with quick-drying enamel.

Books for the Month

(Continued from page 45)

ton, D. C.) This, the second A. C. E. Bulletin for 1936, shows why music and the young child are inseparable and indispensable to each other, and explains why music contributes to the general development of children.

It traces the kinds of musical experiences young children may have during the process of growing up; shows the importance of varied and stimulating experimentation with voice, body and musical instruments; describes actual classroom situations and successful practice used by teachers.

It suggests many types of materials

which have been found useful, and contains a two-page bibliography embracing a list of songs for children, phonograph records for rhythms and appreciation, books for the teacher and sources of additional music and materials.

It points out the role of both the classroom teacher and the special teacher of music, in developing richer musical experiences for young children to see that they have something to make music about, a chance to make music, and encouragement and guidance in making more and better music.

THE NEW reading texts are coming along fresh from the presses, and show an increasing charm of illustration combined with a natural vocabulary for children. James Tippett, whose books have been so popular with very young Moderns, has written two new ones for beginners in reading, *Stories about Henry* and *Henry and the Garden* (World Book Company). Henry is a boy who has everyday adventures of interest and thrill. The books are sturdily bound in paper, and have word lists.

Dean and Don at the Dairy by Jane Miller (Houghton Mifflin, Boston) is a beginners' reader in social science, graded for a second-year group. It is a new book in the Community-Life Series which includes *Jimmy the Groceryman* and *To Market We Go*, and tells the story of milk accurately as related to farming and the food supply. It is bound in boards and has many colored pictures.

The Modern Life Speller, Books One, Two, and Three by Fred C. Ayer, E. E. Oberholtzer and Clifford Woody (World Book Company) describes itself. Dictionaries are being edited and new ones written for boys and girls, because of constant changes in our language. We eliminate words and add new ones faster today than ever before, and there has always been a gap between what children read and the lists of words we teach them to spell. So these new spelling books should meet a need in progressive classrooms. They help the teacher to relate spelling instruction with pupil activity, as the words have been chosen on a basis of frequency of use in accepted reading material. The words are grouped on three levels of usefulness; in each unit are three lists of words, basal, enriching, and supplementary. The "Little Dictionary" included in each book of the Series is an advantage, both in guidance in learning to spell, and as an introduction to later use of a dictionary.

For older pupils two new volumes of stories have been added to The Children's Bookshelf edited by B. R. Buckingham; *Too Many Bears and Other Stories*, and *The Attack and Other Stories* (Ginn, Boston). The excellent quality that marks all the previous titles in this Series is preserved in these collections of tales of adventure and outdoor life. Attractive cloth binding and drawings by Kurt Wiese recommend the books.

We Grew to Love Poetry

(Continued from page 46)

SOCIAL OUTCOMES.

Ability to:

Criticize constructively.
Appreciate talent in others.
Work together in groups.
Be good listeners.
Give pleasure to others through song, plays, etc.
Judge one's own efforts critically.

ART.

Ability to appreciate the value of pictures as an aid to understanding literature.

Skill to sketch creatively.

ENGLISH.

Ability to:

Appreciate the best in literature.

(Continued on page 57)

"We think LADDIE is the last word in pencils for Primary Writing"—said the Writing Supervisor of a large Eastern City: referring to Dixon LADDIE No. 304 pencil.

•

WRITE FOR A SAMPLE AND LEARN THE WHY OF IT

•

SCHOOL BUREAU—PENCIL SALES DEPARTMENT
JOSEPH DIXON CRUCIBLE COMPANY
JERSEY CITY, NEW JERSEY

Science in the Kindergarten

By AUGUSTA SWAN

As a basis for our study of science we began with the "Home" as our unit of activity. Materials of various types being brought in by the children, necessitated some instruction in the use of tools and carpenter's bench. We were fortunate to have the manual training teacher come from our school carpenter-shop, and to have him show us the tools and the uses to which they were put. The children soon recognized the right occasions to operate the cross-cut saw, the back-saw, and the coping saw, and learned to use the square for measuring and to draw the line before sawing. Another rule given was the proper use of nails, the right size and number. One nail correctly chosen and well placed will do the work of two or more carelessly selected.

During this period of construction the following topics were discussed by the group: Who lives in your house? What is father's work? Going to business, earning money to keep home and family. What is mother's work? Taking care of the family health; buying, cooking, keeping the home healthy and attractive. What can the children do? Help parents in caring for the home, and take care of pets and flowers.

During this year we were also privileged to have a monthly visit from our science teacher, an occasion enjoyed by the children because of the various experiments they carried on throughout the school year. Early in the fall our first real lesson in electricity came when we studied the lights in our room, and planned a way to light our kindergarten house. May I say here that all questions and topics given in this report were actually discussed and answered by the children during this school year. Our discussion period was a means of introducing the subject. It began somewhat like this:

What can we see in this room? Close your eyes; now what can we see? Nothing, it's dark just like night. At night we turn on electric lights. What other lights do we have? Candles on birthday cakes and in Jack-O'-Lanterns. Why is electricity better than candles? It is not so dangerous. It doesn't catch on fire. (A small bulb was shown.) Now find the battery on the desk. What is the battery for? It stores electricity. How can we make this bulb light? Attach the wires to the battery. We must always use two wires. Wherever you see electricity used, remember that there are always two wires, on street-cars or anywhere else. Here is a little paper lamp. Where could we put the wires to light this lamp? What makes the light go on and off? Always hide the wires, it looks more tidy. During these questions the children answered while they attached the wires and followed directions.

This experiment suggested an electric lamp for our kindergarten house, which was constructed on a large spool with a painted paper shade. Under this was placed a small electric bulb, the dry cell battery being on the floor underneath the lamp table. When the kindergarten room was darkened and the light turned on in the window of our little house, the effect of illumination was complete.

This, of course, led to many further suggestions for the use of electricity in the home, and the children made models of articles which could be operated by electricity, and which they themselves had in their own homes; a stove, refrigerator, clock, telephone, iron, vacuum-cleaner, radio and electric fan.

The arrival of a flash light added to the interest, and the child who brought it explained how it worked with the small battery at one end. "I flashed it through my house in the dark last night, and everything looked pretty."

We found out what happens when you push a button: the door bell rings, the room becomes light, you start the radio, the electric fan or iron. We use electricity in the telephone, cook-stove or automobile. If we did not have it, we should have to use candles, sweep with a broom, and use horses.

Having now furnished light in our home, we must prepare for winter and cold weather. What keeps our houses warm? Pipes from the furnace carry heat to rooms in the house. These pipes are connected with the boiler which sends steam through the pipes to the rest of the house. But when we heat our houses this way we have to store coal and wood in the cellar for heating. What other way can we keep our houses warm? By electricity. Yes, we not only light our houses, but heat them, also, with electricity. For demonstrating this heating process we used an electric toaster.

Sometimes we use electricity that does not supply light but is used for something else by just closing the circuit. We do not see the light in the vacuum-cleaner or washing machine, but it is there. How many wires does it take to make the toaster work? Always two. Two wires will close the circuit. Now put your hand near the toaster. What makes it hot? Besides making the toaster hot, electricity will toast bread. Why must we watch the toast? It will burn because the electricity supplies heat until we turn it off. Now we smell the toast; who can open the circuit? How much current is coming into the toaster now? None; it is turned off. Now count the children to see how many pieces of toast we need.

We then discussed something else needed to make our home comfortable besides light and heat. We must have plenty of air, or as we call it, good ventilation, and we must have it day and night. When we go to bed we should open the window top and bottom because the air moves in at the bottom, and goes out at the top. This keeps the air moving. The children experimented in this lesson by placing strips of tissue paper on the point of a hat pin which was mounted on a large cork. This was placed on a radiator and the direction of the paper was noticed.

What makes the water in the radiator hot? Where is the furnace? What is inside the furnace? When fire is burning in the furnace, what does it do? It makes the water hot. Where does the water go? Into the radiators. Which way does

Note: *There are many reasons for introducing children early in their school life to elementary science. Carrying out simple experiments that relate to the environment is an interesting occupation for even the kindergarten child; and the powers of reasoning and judgment which result from even the most primitive scientific experimentation are needed in school life today.*

In her kindergarten in Washington, D. C., Miss Swan is doing unusual work in beginning science. She wrote us last year about this program; now it has proved itself successful and she is ready to offer it to others.

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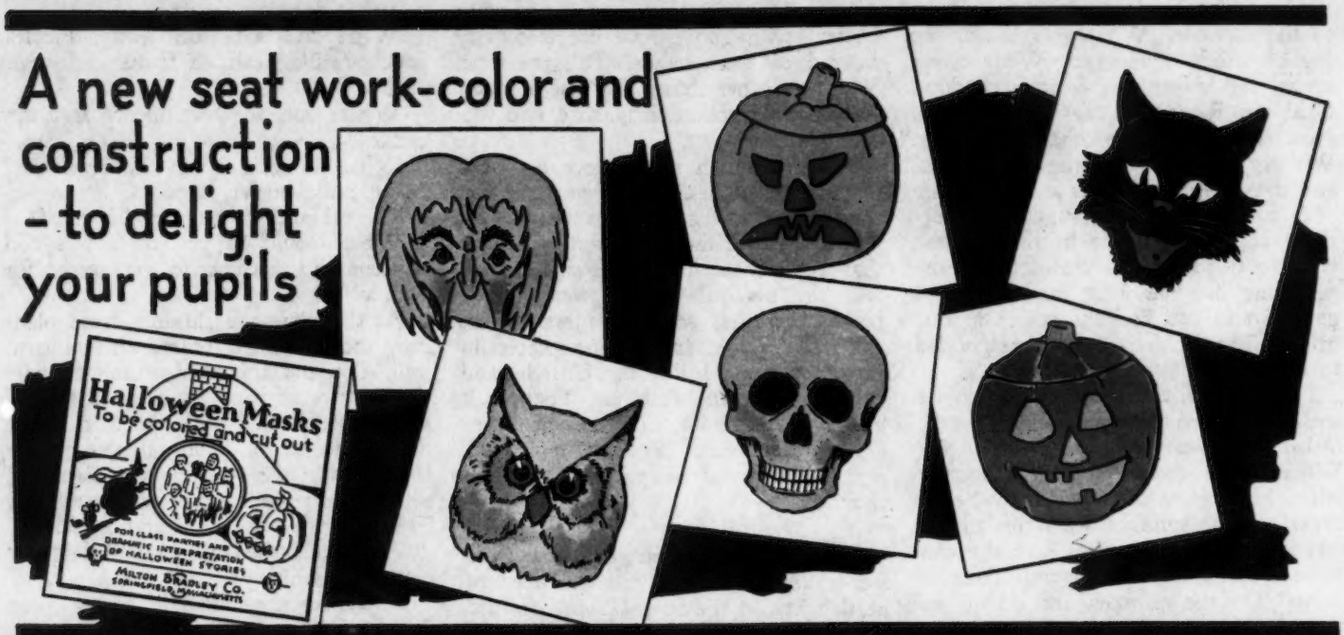

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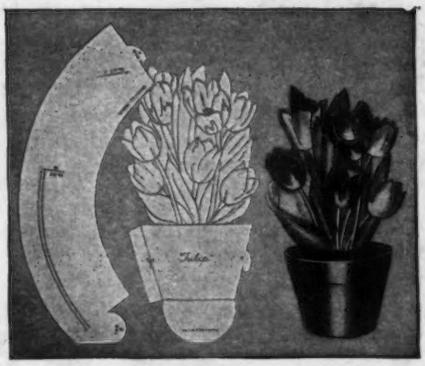

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the heat blow this paper? Up, not down to the radiator. What goes out at the top of window? Hot air. What comes in at the lower part of the window? Cold air. Remember that hot air rises. Now think of all the other uses of air. We can hear air when the wind blows, and then we can fly kites and balloons.

A further discussion suggested something else which came in through the window besides air — sunshine. So, the following day we went into the playground and watched the colors in our prism. The children quickly responded to the following questions:

Let us watch this prism. What do we see? Where are the colors coming from? What colors can you see in sunlight? When all of these colors are together what do they make? Sunlight. When I break up the sunlight with this prism, what colors do we see? Where else can you see sunlight broken up into different colors? On the rainbow and on oil on the street.

At this point one of the children suggested soap-bubbles, so we experimented with them, asking the same questions. Toss the bubbles in the sunlight; what colors can you see? We used our milk straws instead of clay pipes, and by mixing a little glycerine in the soapy water the colors were more conspicuous.

A CONFERENCE was then held and we decided we wanted sunlight in our homes because it gives us strength, it destroys germs, and without it there would be no color. Sunlight makes plants, animals, and babies grow, and we should spend some time in the sunshine as often as possible. At this time the children learned a rhyme showing our dependence on the sunshine:

We are the children,
who drank the milk,
that came from the cow,
that ate the grass,
the sun made.

This interest in scientific discovery was carried by the children over week-end trips and other excursions. One of the boys told us of his visit to a farm where he saw the cows milked by electricity. Another child then told of a trip on an electric train, why he saw no smoke, and why the engine was different. These incidents suggested an experimental lesson on electricity as a power. The children were shown an egg beater, and were asked what happened when we closed the circuit on the toaster. The toaster became hot. This time when I close the circuit what happens? It makes the paddles go round. What is inside the egg beater that makes the paddles go round. A motor. Now we'll put some cream in the bowl and watch the paddles work. What turns the paddles? The motor. What makes the motor go? Electricity. What is it doing to the cream? Whipping it, not churning it as we do to make butter. Why do people use electricity instead of their hands? To save time. We have other things that use a motor — washing machine, Frigidaire, and vacuum-cleaner.

Again through the various activities of the curriculum the children carried on their experiments in electricity. At Christmas time the suggestion was made that we light our little cardboard church, and the needful articles were listed: bulbs, batteries, sockets, wires. These were all brought from home, placed in proper position inside the church, and connected by the children. The result was so satisfactory that all the other grades were invited to come in and enjoy the illuminated windows of the church.

LATER in the year, when we studied transportation we felt the need of head lights on the bus. Having decided that this was necessary one of the children brought two headlights made at home. These were fashioned from halves of cereal cartons, with small bulbs wired inside. They were painted by the group who then placed Cellophane in front of the lights. Questions and answers came quickly from the children as they placed the lights on the bus.

Where does the battery go? Inside the bus.

Be sure you push back the cloth from the wire before connecting, because you must see the silver ends of the wire.

How many wires do we need to connect the battery? Two.

Who will connect?

Who will disconnect?

When disconnected, be sure to have wires away from battery so they don't touch.

Later in the year the children decided to build a city, which they did with its many types of architecture, trees, traffic, and signs. Again came the question of lighting, and it was agreed that the large kindergarten sticks could be used for lamp posts. The boys sawed a small groove in the tops of these posts, then nailed the lower part to a long, narrow floor board which could be used for a sidewalk. The smallest bulbs were screwed to the tops of the posts, the wiring run through the grooves, and all connected with the batteries in a building at one end of the city. By just pressing a button at this "City Switch," all the streets were illuminated with nine lights, a large one being over the door of the apartment, and two smaller ones in front of the gas station. This mechanism was also enjoyed by the older boys and girls.

IN DISCUSSING the preparation of our home for winter we talked about the following:

What does mother do?

What does she store away? Pickles, sauces, jellies, canned fruits and vegetables.

Where does she keep them? In a dry cellar.

What do we keep in the Frigidaire? Meat, milk, butter, eggs.

Why should we keep food covered?

What would happen if fathers and mothers did nothing to get ready for winter?

At this time the children were planning and building the farm with its barn, mill, silos, and animals, learning the particular care of each animal and the industries connected with the farm. The dependence of our homes in the city on the farms of the country was discussed, as was also the subject of transportation.

Why do we use refrigerating cars?

Why must the milk cans and butter churns be sanitary?

How does the milk and butter come from the farm to our Frigidaire?

During this activity the children had an opportunity to churn butter by hand and to whip cream by electricity. Both the butter and the cream were enjoyed with the luncheon crackers.

The group was then asked if they knew anyone else who stored away food for the winter, for we had been watching the squirrels in the fall.

What does the squirrel put away?

Where are his pantries?

What other things do animals do to prepare for winter?

Notice their winter coats. Do you wear different clothing in cold weather?

How do we know how cold or how hot it is?

Here we examined the thermometer and noticed the mercury. When it is cold the mercury goes down, when it is hot it rises.

We found experiments to try with a thermometer. Put it outdoors in the shade. Do not move it. Look at it in the morning, at noon, and in the afternoon. See if you can tell whether the mercury has gone up or down.

One of the boys then said he would like to make a weather chart for flying, because he and his parents had flown to Dayton, Ohio, and he knew that the weather bureau had forecast good flying weather. This chart was used in our airport in connection with our city.

DURING this time the children were interested in the preparation of birds and insects for cold weather. We visited the neighboring woods to find the birds which remained with us. What birds are they? Cardinals, bluebirds, sparrows, starlings, blue jays, woodpeckers, juncos, mocking birds. What do they eat? How can we help them? The children saved the cracker crumbs from lunch and put them in the playground. During these

trips we found how insect life took care of itself, for we discovered on the evergreens several cocoons of the praying mantis and the insects themselves. We also watched the journeying of the woolly-bear caterpillar as it hurried to its place of hibernation. A conference always followed these trips, and questions were discussed.

Why is the mantis green? How do the eggs and babies spend the winter? How does the mantis help the evergreen tree?

Where was the woolly-bear caterpillar going? It likes to stay outside, for it sleeps better in the cold than in a warm room. What will it be when it wakes up in the spring?

This is the time, also, to find the cradle cocoons of the cecropia moth as well as the smaller ones of the polyphemus and promethia. These are quite common and can be easily distinguished when the trees are bare. They will develop easily if not kept in too warm a place, and the children always enjoy the thrill of seeing the adult moth emerge in the spring.

As the warmer weather came we made frequent trips to a neighboring farm. Here the children had an opportunity to see the various kinds of eggs and the poultry kept there: geese, ducks, turkeys and hens. We were allowed to hold the baby chicks and rabbits, to feed the turkeys and to watch the ducks in the water.

How do these talk to one another?

How are their feet made for swimming?

Why do they preen their feathers after swimming?

In the spring the children also made plans for the kindergarten gardens, one in the kindergarten room around our house, and the other in the playground. The various committees were formed, and a fence was built around our house. Those on the bird-house committee made and put up a house for the bluebirds at the garden gate. We then made trips to the woods and brought in plants for the rock garden which was made in the sand-table; violets, wild mustard with smilax, ivy and honeysuckle for vines on the fence. Grass seed was then planted in the sand-table, and a shallow bowl of water placed with turtles and tadpoles to live in it. At this time the children also had a chance to work in the school garden and to plant nasturtiums and radishes.

Their interest in outdoors was manifested when someone suggested that we keep a chart of our playground birds. Those who wished illustrated the chart on which the names of the familiar birds were printed; robin, sparrow, starling, blue jay, cardinal and mocking-bird. The appearance of butterflies suggested another chart, and the children were asked to name the insects they would like to look for outside. Among these were the lady-bug, ants, bees, lightning-bugs, flies, mosquitoes, beetles, butterflies.

In carrying out these garden projects the kindergarten home with its garden, window-boxes and plants was equipped with an electric button attached to the front door so that all visitors could ring the door-bell.

In summing up may I say that as we carried on our nature work side by side with our experiments in science, the interest and enthusiasm of the children increased as the year's work continued, and we feel that an interest begun in such a way will be of vital importance throughout the coming years of school life.

We Grew to Love Poetry

(Continued from page 53)

Express one's thoughts in well-chosen language.
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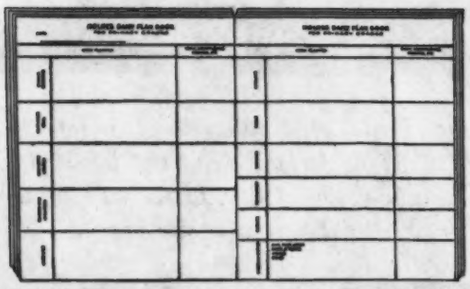

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